

**IMPROVING THE WRITING ABILITY OF XI IPS 1
STUDENTS OF SMA N 1 SEYEGAN IN THE ACADEMIC
YEAR OF 2013/2014 THROUGH COOPERATIVE LEARNING**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree of English Education



By

Anjarswari Erningtyas

10202241067

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2014**

APPROVAL SHEET

**IMPROVING THE WRITING ABILITY OF XI IPS 1 STUDENTS
OF SMAN 1 SEYEGAN IN THE ACADEMIC YEAR OF 2013/2014
THROUGH COOPERATIVE LEARNING**

A THESIS



By
Anjarswari Erningtyas
10202241067

Approved on
Yogyakarta, 7th July 2014

Supervisor,

Dra. Jamilah, M.Pd

NIP. 19630103 198803 2 002

RATIFICATION

Improving the Writing Ability of XI IPS 1 Students of SMAN 1 Seyegan in the Academic Year of 2013/2014 through Cooperative Learning

A Thesis

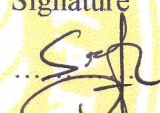
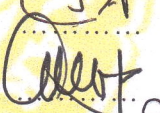

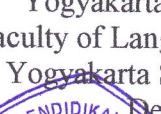
By

Anjarswari Erningtyas

10202241067

Accepted by the Board of Examiners of English Education Department, Faculty of Languages and Arts, State University of Yogyakarta on 18th July 2014 and declared to have fulfilled the requirements to attain a *Sarjana Pendidikan* Degree

Board of Examiners

		Signature	Date
Chairperson	: Siti Sudartini, S.Pd., M.A.		18 th July 2014
Secretary	: B. Yuniar Diyanti, M.Hum.		18 th July 2014
First Examiner	: Dr. Margana, M.Hum., M.A.		18 th July 2014
Second Examiner	: Dra. Jamilah, M.Pd.		18 th July 2014

Yogyakarta, 18th July 2014
Faculty of Languages and Arts
Yogyakarta State University
Dean,



Prof. Dr. Zamzani, M. Pd.
NIP. 19550505198011 1 001

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : Anjarswari Erningtyas
NIM : 102202241067
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi :

IMPROVING THE WRITING ABILITY OF XI IPS 1 STUDENTS OF SMAN 1 SEYEGAN IN THE ACADEMIC YEAR 2013/2014 THROUGH COOPERATIVE LEARNING

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juli 2014

Penulis



Anjarswari Erningtyas

DEDICATIONS

I faithfully dedicate this thesis to
my beloved Mom and Dad,
who have been supporting
and taking great care of me.

MOTTOS

The capacity to learn is a gift; the ability to learn is a skill; the
willingness to learn is a choice.

(Islamic Thoughts)

Education is a better safeguard of liberty than a standing arm.

(Edward Everett)

I am indebted to my father for living, but to my teachers for
living well.

(Alexander of Macedon)

After asking Allah to guide you to straight path, don't just stand
there, start walking.

(Albaz Poetry)

ACKNOWLEDGEMENTS

Alhamdulillahirobbil‘alamin, all praise be to the Almighty Allah SWT who always guides and protects me in every step I take in my life. Because of His guidance, blessing and love, finally I could finish this thesis and my study at State University of Yogyakarta.

It would not have been possible to write this thesis without the help and support of the kind people around me. In any case, I am indebted to them for making the time during my study an unforgettable experience.

I am deeply grateful to my beloved parents, Cholimoen, M.M. and Asni Yunidar who always support me and show great patience all the time in my life. I also thank my lovely little brother and sister, Dimas Panji Fazly and Chacha Triazeha for always supporting me.

I owe my deepest appreciation and gratitude to my thesis supervisor, Dra. Jamilah, M.Pd who has been so generous and patient to give me her advices during the process of writing my thesis.

Furthermore, I would like to show my gratefulness to my best friend, Anita Nur Masyi’ah for the friendship, encouragement and affection, and who has contributed her time and energy to help me conducting my research and had given me some valuable criticisms and suggestions. I would like to thank my fellow of PBI

2010 : Tata, Tika, Dita, Fitri, Aulia, Nunu, Erlin, Wika, Isa, Iden, Anta, Fian, Harsul, Dani, Bayu for unforgettable moments during these last four years.

I would like to address my gratitude to the school principal of SMAN 1 Seyegan, Samijo, M.M., and the English teacher, Suryana, S.Pd, who gave me permission and assistance during the research. I consider it an honor to work with them. I also thank all class XI IPS 1 students of SMAN 1 Seyegan for their cooperation and participation so that I could finish my research.

I hope that this thesis is beneficial for the readers and beneficial to the English teaching and learning process. However, I realize that it is far from being perfect. Therefore, any criticisms, ideas and suggestions for its improvement will be greatly appreciated.

Yogyakarta, July 2014

Anjarswari Erningtyas

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET.....	ii
RATIFICATION SHEET.....	iii
STATEMENT.....	iv
DEDICATION SHEET.....	v
MOTTOS.....	vi
ACKNOWLEDGMENTS.....	vii
TABLE OF CONTENTS.....	ix
LIST OF APPENDICES.....	xii
LIST OF TABLES.....	xiii
LIST OF PICTURES AND CHARTS.....	xiv
ABSTRACT.....	xv
CHAPTER I INTRODUCTION	
A. Background of the study.....	1
B. Identification of the Problems.....	3
C. Limitation of the Problems.....	5
D. Formulation of the Problem.....	6
E. Objective of the Study	6
F. Significance of the Study.....	7
CHAPTER II LITERATURE REVIEW	
A. Literature Review.....	8
1. The Nature of Writing	8
a. The Definition of Writing	8
b. The Process of Writing	9
2. Teaching Writing	11
a. The Role of the Teacher	11
b. Types of Classroom Writing Performance.....	12
c. Feedback	14
d. Approaches to Teaching Writing	18
e. Teaching Writing in Senior High School	22
3. Cooperative Learning	25
a. The Definition of Cooperative Learning	25
b. The Elements of Cooperative Learning	27
c. Cooperative Learning Strategies	29
B. Related Studies.....	32
C. Conceptual Framework.....	33

CHAPTER III RESEARCH METHOD	
A. Type of Research.....	35
B. Research Setting.....	36
C. The Research Subjects	37
D. Data Collection	38
1. Types of Data	38
2. Data Collection Technique	38
3. Data Collection Instruments	39
4. Data Analysis Techniques	41
5. Research Validity	42
6. Trustworthiness of the Data	43
E. Research Procedure	44
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Reconnaissance	
1. Identification of the Field Problems.....	47
2. Selecting the Field Problems to solve	57
3. Determining Actions to solve the Feasible Problems	58
B. Implementation of the Actions	
1. The Report of Cycle I	
a. Planning.....	61
b. Action and Observation.....	64
c. Reflection.....	70
d. Findings of Cycle I.....	79
2. The Report of Cycle II	
a. Planning.....	82
b. Action and Observation.....	85
c. Reflection.....	88
d. Findings of Cycle II.....	93
C. Discussions.....	97
CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS	
A. Conclusions.....	103
B. Implications.....	104
C. Suggestions.....	105
REFERENCES.....	107
APPENDICES.....	109

APPENDICES

A. Field notes.....	109
B. Interview guidelines and transcript.....	123
C. Course grid.....	142
D. Lesson plans.....	148
E. Observation checklists.....	167
F. The samples of students' writing	174
G. Scoring rubric.....	182
H. The students' scores.....	184
I. Photographs.....	189
J. Permit letters.....	191

LIST OF TABLES

Table 2.1: Symbols of Written Feedback	15
Table 4.1: The Students' Mean Score of Each Aspect in pre-test	52
Table 4.2: Problems Related to the Students of XI IPS 1 of SMAN 1 Seyegan	56
Table 4.3: The Field Problems to Solve	58
Table 4.4: The Feasible Problems and the Solutions	61
Table 4.5: The Actions and the Expected Improvement to Achieve in Cycle I	61
Table 4.6: The Students' Mean Score of Each Aspect in Cycle I	77
Table 4.7: The Result of the Changes of the Students' Writing Ability in Pre-Action and Cycle I.....	80
Table 4.8: The Existing Problems in Cycle I	82
Table 4.9: The Result of the Changes of the Students during Teaching Writing and Learning Process in Cycle I and Cycle II	94
Table 4.10: The Students' Mean Score of Each Aspect in Post-Test	96
Table 4.11: The Comparison between the Pre-Test and Post-Test Results.....	100

LIST OF PICTURES AND FIGURES

Picture 4.1: The result of a student's writing in the pre-test	54
Picture 4.2: The result of a student's writing in the pre-test	55
Picture 4.3: The result of a student's writing in the progress test	76
Picture 4.4: The result of a student's writing in the progress test	76
Picture 4.5: The result of a student's writing in the progress test	77
Picture 4.6: The result of a student's writing in the post-test	92
Picture 4.7: The result of a student's writing in the post-test	92
Figure 4.1 : The Comparison between the Results of Pre-Test and Post-Test	101
Figure 2 : The mean scores of the students' performance on the five aspects of writing skills during the implementation	102

IMPROVING THE WRITING ABILITY OF XI IPS 1 STUDENTS OF SMAN 1 SEYEGAN IN THE ACADEMIC YEAR OF 2013/2014 THROUGH COOPERATIVE LEARNING

Anjarswari Erningtyas
10202241067

ABSTRACT

This research was aimed at improving the writing ability of XI IPS 1 students of SMAN 1 Seyegan in the academic year of 2013/2014.

This particular research was categorized as action research. The actions were implemented in two cycles based on the class schedule. This research involved the 18 students of XI IPS 1 students of SMAN 1 Seyegan in the academic year of 2013/2014 and the English teacher as the research participants. The data of the study were in the forms of qualitative and quantitative data. The qualitative data were obtained by observing the teaching and learning process of writing, interviewing the students of class XI IPS 1 and the English teacher, holding discussion with the collaborator, taking pictures and recording videos. Meanwhile, the quantitative data were acquired through pre-test, progress test, and post test. The instruments used in the data collection were observation guideline, interview guidelines, and field notes, writing tests, and writing scoring rubrics. Qualitative data were analyzed through data collection, data reduction, data display and conclusion while the quantitative data were the students' writing performance and analyzed using the writing scoring rubric. The validity of the data was obtained by applying democratic validity, dialogic validity, catalytic validity and outcome validity.

The research findings showed that cooperative learning was proven to be effective to improve the students' writing skills. It could enhance students' writing skill through the strategies implemented during the action namely write-around, praise-question-polish, buzz group. The students could learn from each other before they were engaged in an individual test. It was also considered effective for the teacher to monitor and give feedback to the students as they were put in groups. The students who just scored 62,3 in the pre-test, were able to increase their score up to 81,2 in the post test. It indicated that they made a considerable improvement in some aspect of writing skills such as content, vocabulary, language use, organization, and mechanics.

CHAPTER I

INTRODUCTION

The first chapter presents the background of the study, the identification of the problems, the limitation of the problems, the formulation of the problem, the objective of the study and the significance of the study.

A. Background of the Study

English is one of the subjects that should be mastered by students in Indonesia. According to 2006 curriculum for Senior High School, the school based curriculum, English is as means as communication both in oral and written. In order to be able to communicate in English, students should be able to understand and express mind, feeling, information and development of science and technology and culture through English. The understanding of communication ability is the discourse ability which is the ability to comprehend and produce oral and written text.

Teaching English covers four skills which should be mastered by the students namely listening, speaking, reading and writing, according to the English curriculum for senior high school. The four skills are interrelated to each other as they are categorized receptive and productive skills. Reading and listening are the receptive skills while the productive skills are speaking and writing (Spratt, M., et al, 2005). Reading involves making sense of the text that we need to comprehend the language at word level, sentence level, whole-text level and connect the message of the text

to our knowledge of the world. Meanwhile listening involves responding to language rather than producing it. In the other hand, writing and speaking are categorized as productive skills meaning that they involve producing language rather than receiving it.

Based on the preliminary observation, the students of XI IPS1 claimed that the most difficult skill to be mastered was writing in which they needed to express and communicate the message by making signs on a page. They encountered many difficulties in grammar and vocabulary during forming the words to sentences and making a good piece of writing. The students were rarely asked to practice to write as it takes time. The students seemed unmotivated and easily bored during the lesson.

The researcher found that the teacher barely used interesting media and fun activities for students to arise students' enthusiasm during the lesson. He merely followed the instructions and tasks in the LKS which were not interesting and challenging for students. Therefore, they had low motivation to learn English because the activities carried out in the class were monotonous so that make them bored. Students never worked in groups but they usually work individually or in pairs. Most of the students were passive and only some of them were active during the class.

Considering the problems faced by the students, the researcher initiated to help the students to be able to produce a good piece of writing by applying the appropriate approach that meets students' need and interest. The researcher believed that by implementing cooperative

learning could motivate students to learn and make them more active in participating during the lesson. When the teacher put students in groups, they could share with other group members and lessen their anxiety from making mistakes.

B. Identification of the Problems

According to the preliminary observation conducted by the researcher in SMAN 1 Seyegan, the students of XI IPS 1 still encountered many difficulties in learning English especially the writing skill. There were some factors affecting the teaching and learning such as the students, the media, teaching method.

The first problem dealt with the students. They hardly developed their own ideas well in terms of the content of writing. The students still found it hard to create a well organized outline. Although they were encouraged to write but they still had low vocabulary mastery and background knowledge.

For example, when the students were asked to continue a certain story based on their own ideas, the researcher noticed that the students were not really motivated to write. As the students worked individually, they could not develop the ideas by themselves. It was claimed that the students still had limited vocabulary and grammar so they did not know how to express it in English.

During the teaching and learning, the students only worked with friends sitting next to them. Every student did not have the same level of proficiency. Those who had friends with higher level proficiency could share and discuss better than those who were considered as lower level.

There was a student who changed his partner since he was not capable enough. He went to other students who have better understanding to discuss the given tasks. Most of the students were passive, only some of them were active. During the teaching and learning process, some students did not pay attention to the teacher but played and chatted along. The researcher also found that the students did not bring dictionary, so they found problems when they were asked to change the word into the correct forms.

The second problem was concerned to the teaching media and materials. The materials were mostly adapted from the activities in the LKS. The media was less various as the teacher only provided the handouts or LKS. Furthermore, the class was equipped with an LCD but it was rarely used to support the teaching and learning process.

The third problem referred to the teaching method. During the observation, the researcher observed the activities conducted in the class. The teacher applied the PPP (Presentation, Practice, and Production) approach during teaching writing. There were no other methods applied to motivate the students. The teacher used to provide the students with the handouts containing three tasks related to the writing skill. There were

other media that could attract students like videos and pictures which were not provided. Using various media could help stimulating the students and make them interested in the activities.

The researcher suggested that cooperative learning could improve students' writing ability because cooperative learning has many strategies that can promote students' motivation. The strategies are learner-centered in which students are put in groups working together to attain a certain goal. There are some cooperative learning strategies proposed by Mandal that could be implemented during teaching writing namely think-pair-share, round robin, three-minute review, buzz group, write around and praise-question-polish. Furthermore, cooperative learning allows using various media during the activities that would stimulate students' motivation to learn.

C. Limitation of the Problems

Conducting research covering all of the problems previously stated would not be feasible for the researcher. Therefore, the problem in this study is limited to the teaching method. The researcher only focused on improving students' writing by implementing the more appropriate method which was cooperative learning for XI IPS 1 Students at SMAN 1 Seyegan in the academic year of 2013/2014.

The researcher decided to implement the cooperative learning to improve students' writing ability after considering some reasons. First,

cooperative learning could promote students to work together in groups and enhance students' performance. Second, it would be more effective and efficient when students worked and discussed the given task instead of working individually. Third, cooperative learning would boost students' motivation and self-esteem. Students would not be worried about making mistakes but they are encouraged to share opinions with their groups. Furthermore, cooperative learning allowed using various teaching media that could be used during implementing the strategies so that the activities would not be monotonous.

D. Formulation of the Problem

This research study was aimed to answer “how can cooperative learning improve writing ability of XI IPS 1 students of SMAN 1 Seyegan in the academic year of 2013/2014?”

E. Objective of the Study

The objective of this study was to improve students' writing ability of XI IPS 1 students of SMAN 1 Seyegan in the academic year of 2013/2014 through cooperative learning.

F. Significance of the Study

In the end of this study, the researcher hopes that this study will give a significant contribution for English teacher, students, or the readers in the English teaching and learning process.

1. For the students, it would be an effort to improve their writing skills and also their learning motivation. The application of cooperative learning is expected to be one of the ways for the students to develop their ability by learning together within groups before they are engaged in individual test.
2. For English teachers, it would be a broad opportunity to improve the quality of English teaching and learning process. The implementation of cooperative is expected to be continuously performed to create fun and enjoyable atmosphere in the teaching and learning process and motivate the students to improve their performance.
3. For English Department of State University of Yogyakarta, it can be used as a research reference for other researchers who have similar topic and purpose.

CHAPTER II

LITERATURE REVIEW

This chapter covers some theories of the basis of the discussions. It is aimed at gaining more understanding about the topic of the research study. The discussions in this chapter are some relevant theories of the study, conceptual framework focusing on the problems and solutions to improve the students' writing ability through cooperative learning.

A. Literature Review

1. The Nature of Writing

a. The Definition of Writing

Writing is one of the productive skills in which it involves communicating a message by making signs on a page. Writing conveys the message that the writer wants to say to the readers. It involves several subskills such as accuracy and the content. (Spatt, M, et all, 2005; Grabe W and Kaplan, R.B, 1996).

There are things in common in all written text types. They are written to communicate a particular message and to communicate to somebody. The message and the reader of the writing influence what is going to be written and how it is written. (Spatt, M et, all : 2005)

Fifty years ago, writing was taught via technical aspects of proper grammar, spelling, punctuation which are related to accuracy. Hillocks (1986) in Kamemeha schools (2007) found that this way failed to engage

and inspire student learning. Therefore, many research studies conducted on how to improve the quality of writing. Many studies had been reviewed and the findings show that grammar does not increase writing quality. Many skilled writers rather focus on the content and organization. Grammar can be corrected and changed during the editing or proof reading stage of the writing process.

b. The Process of Writing

Students are engaged to the process of writing when they learn how to write. The process of writing involves planning, drafting, revising, editing, and making a final draft. Then the teacher should provide the students the instruction on how to complete each step of the process. Furthermore, they are also taught how to work in groups or their peers in each of the steps as a way of integrating cooperative learning processes with the writing process. (Kamehameha schools : 2007).

1) Planning

Planning or pre-writing is the very essential step in the writing process and should account for 70 percent of the writing time (Murray, 1982) in Kamehameha schools (2007). The teacher asked the students to determine what the topic of the writing would be. After that, the students are engaged in brainstorming in which they discuss their topics in groups and plan on how to develop the topic in their writing. Then, students should provide their group member feedback about what they liked and points they want to clarify.

2) Drafting

After planning, the students start to write their first draft of the composition. The goal of the first draft is to get the ideas on paper. The students are taught to focus on their expression of ideas and present them in a coherence and cohesive sequence. In addition, they are also told not to mind spelling and mechanics at this step.

3) Revision

When the students have finished their draft, every group member reads the writing of other group member and gives feedback on the clarity and organization of the ideas in the draft. The feedback given by students should be meaningful in terms of what they liked and what they want to know more about. It is about how they respond to and understand what is written. The students then could use the feedback to revise the writing and make it more easily understood.

4) Editing

After they have revised their content of writing, each group member gives the composition to other group members for editing. During the editing, they focus on the mechanics and spelling. Students were given an editing checklist to help them focus on specific skills as they edited another student's work. The feedback given by the other member could be considered to correct errors and improve the quality composition of his/her writing. The teacher also should read and check the students' work before the final draft.

5) Final Draft

The students share their final draft after they have edited and completed the previous step with other groups or the whole class. There should be less or none errors in the final draft as they have corrected during editing.

2. Teaching Writing

a. The Role of the Teacher

Teachers have significant roles in the process of teaching and learning. It is also needed in the process of writing. According to Harmer (2007: 330), there are three roles of English teachers in teaching writing.

1) Motivator

As a motivator, an English teacher has to be able to motivate the students in writing tasks by creating the right situation for generating the ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit.

2) Resource

The teacher needs to be ready to provide information and language where necessary to the students. He or she must be available and well prepared to look as the students' progresses, offer advice and suggestions in a constructive and tactful way.

3) Feedback provider

As a feedback provider, an English teacher should give encouraging responses to the students' writing. When offering correction, the teacher should choose what and how much to focus on based on what the students need at this particular of their studies, and on the tasks they have undertaken.

It can be inferred that helping students become self-sufficient, competent, and confident writers is not an easy task, but it is easier to accomplish by recognizing the key roles as a teacher is the teaching and learning process. The three important roles are the key point of the teachers to succeed the teaching process especially in teaching writing. The success of teaching writing then depends on how the teachers can play their three functions effectively. Therefore, it is very worth considering for the teachers to combine these significances when they are teaching.

b. Types of Classroom Writing Performance

There are five major categories of classroom writing performances proposed by Brown (2004: 343). They are further explained as follows.

1) Imitative or writing down

This type of writing performance usually can be implemented at the beginning level of learning to write. Students are asked to write down the English letters, words, and sentences in order to learn the conventions of the orthographic code through dictation. The teacher reads a short

paragraph while students write it down what they hear. They imitate the written product as a form of task to go over their basic skills in writing.

2) Intensive or controlled

In this kind of writing performance, the students have to produce proper vocabulary in a certain context, collocation and idioms, and correct grammatical features in the sentences. It doesn't allow much creativity on the part of the writer. For example, in the controlled writing, the students may change the verbs into proper ones. Another form of controlled writing is a dicto-comp. it allows the students to rewrite the paragraph to the best of their recollection of the reading. Alternatively, the teacher can put key words from the paragraph in sequence as cues for the students.

3) Self-writing

Self-writing allows the students to write using their own words. There are some of activities that promote self-writing are note-taking, diary, and journal writing.

4) Real writing

In the real writing, the students perform their writing as the genuine communication of messages to an audience in need of those messages. The kinds of activities included in real writing are writing a letter, fulfilling a form and writing a simple message.

At the very beginning level, students may start to write the basic activity in writing such as the imitative writing. During the activity, the students may make letters, words and simple sentences through dictation.

The next level of writing, the students may carry out intensive or controlled writing. This activity focuses on grammar, vocabulary or sentence formation and not necessarily to convey meaning. Moving on to the next level, the students will be engaged in more complex activity in writing in which they are asked to produce a good piece of writing using the better skills than the previous activities.

c. Feedback

Feedback is essential for encouraging students to keep their goals in mind (Nation : 2009). It means that it is important to provide them with feedback about the effectiveness of their writing so that the students can carry on the idea of their writing. Feedback is widely seen as important for encouraging and consolidating learning and it is also regarded as an essential factor in the writing context. Therefore, it is used as a way to respond to students' writing to help them enhance their writing skills.

1) Feedback on written work

Harmer (2007: 147) provides some techniques used in giving feedback on students' writing.

a) Responding

Responding to students' works can be considered as one of giving feedback on their writing. The response on the students' work can be used as means of feedback which motivates them when it is done constructively. The feedback given can be seen as responding to students work rather than

assessing or evaluating what they have done. It can further stabilize their confidence and motivation.

b) Correcting

Some teachers use codes and put these codes either in the body of the writing itself, or in a corresponding margin. This makes correction much neater, less threatening, and considerably more helpful than random marks of comment. Frequently, the uses of symbols as indirect feedback on students' writing refer to students' errors, such as in word order, spelling, or verb tense. The symbols are presented in the following table:

Table 2.1: Symbols of written feedback

Symbol	Meaning	Example error
S	Spelling	<i>The <u>asnwer</u> is obvious</i>
WO	An error in word order	<i>I <u>like very much</u> it.</i>
G	A grammar error	<i>I am going to buy some <u>furnitures</u>.</i>
T	Wrong verb tense	<i>I <u>have seen</u> him yesterday.</i>
C	Concord error	<i>People <u>is</u> angry.</i>
	Something has been left out	<i>He told <u>that</u> he was sorry.</i>
WW	Wrong word	<i>I am interested <u>on</u> jazz music.</i>
{ }	Something is not necessary	<i>He was not {too} strong enough.</i>
?M	The meaning is not clear	<i>That is a <u>very excited</u> photograph.</i>
P	A punctuation error	<i>Do you like <u>london</u>.</i>
F/I	Too formal or informal	<i><u>Hi</u> Mr Franklin, Thank you for your letter ...</i>

c) Involving students

Feedback on written work does not only come from teachers. The teachers can also encourage students to give feedback to each other. It has positive effect on group cohesion. Muncie in Harmer (2007: 150) suggests that students are much more likely to be provoked into thinking about what they are writing if the feedback comes from one of their peers. Thus, when responding to students work in the drafting stage, peer feedback is potentially extremely valuable.

The techniques above are required to give students reflection on the progress of their writings. Responding students writing, as the first form of feedback, may cause a positive attitude of students toward their works. It is done constructively to create students' motivation in which it can arouse their interest to keep improving their writing skills. The next is coding which shows the students all errors they have done. So, the correction given can be used by the students to make a better result on next writing activity. The last one is involving students. This technique can be very valuable because it gives positive effects among their works. Students who accept feedback from peers from peers tend to have a bigger chance to make self-correction. Therefore, the more the teacher encourages students to be involved in giving feedback to each other, or to evaluate their works, the better they are able to develop as successful writers.

2) Source of feedback

Students can be encouraged to edit their works through the feedback that they get from their classmates, teacher and other readers.

a) Teacher feedback

As mentioned earlier, one of the teacher's roles during teaching writing in the classroom is feedback provider. Teachers should give comments and responses to the students' writing. Teachers' feedback can be the most practical and commonest form of response to student writing. The feedback should be encouraging responses for students to perform better in writing.

b) Peer feedback

Peer feedback is also known as peer editing, peer review and peer response. Students will be giving responses to the other's writing which allows them to develop their thinking skill and enhance their writing skills in responding and commenting on other's work. They will be given opportunities to discuss some aspects such as writing content, organizational patterns, grammatical structures, and appropriate word choices to improve their reading and writing ability.

c) Self-feedback

Self-feedback encourages students to be critical and analytical at their own writing and promotes their autonomous learning. The students write marginal annotations about problems in their evolving compositions,

to which the teacher responds. Here, the students are asked to make notes on their text with any uncertainties they have during the writing process.

d. Approaches to Teaching Writing

Harmer (2007) proposes some approaches that can be implemented for the students to practice writing. In choosing and implementing the approaches, the teacher need to consider whether it is done outside or in the classroom, whether she/he focuses on the process of writing or the product, whether the teacher wants the students to study different written genres, whether the students are encouraged to creative writing which can be carried out cooperatively or individually.

1) Process and Product

Writing can be focused on the process or the product. The teacher needs to choose which one she/he more focuses. Focusing on the product means that the writing rather focuses in the aim of a task and in the end of product rather than the writing process itself.

However, nowadays, many good teachers prefer to focus on the process of writing. It involves many stages namely pre-writing phases, editing, re-drafting and producing the final draft. This process approach works best when writing in a foreign language. The most important phases, editing and re-drafting are more essential for students when they are writing in a foreign language than in their first language.

2) Genre

As stated by Harmer (2007) that genre is the norms of different kinds of writing. Writers need to follow the norms in order to construct their writing so that it would be easily understood by the readers what kind of writing it is. There are many text types that each type has its own purpose and characteristics. For example, narratives are written to amuse or entertain the readers, advertisement are purposed for persuading the readers.

Students should be exposed to a certain type of text before they are engaged to write. The teacher has to provide some models of the text for students to learn. They are asked to find the characteristics of the text such as the construction and the specific language use commonly used in writing the text during the pre-writing phase.

3) Creative Writing

Creative writing means that writing such imaginative work such as poetry, story and plays. Graffield-Vile (1998) in Harmer (2007) argues that it is a journey of self-discovery which promotes effective learning. The students need to work harder to produce a greater writing. For example, they have to use the proper words express their ideas that describe their experiences when they are writing a narrative or tell a story about their own experience.

In the other hand, creative writing would be demotivating for students as they find it difficult to generate ideas. Some students might

have nothing to say and have no idea at all to write a good piece of writing. In this situation, the teacher is supposed to stimulate students and encourage them to get some ideas. She/he needs to provide students with motivating tasks to persuade them that writing can be great fun.

4) Writing as a Cooperative Activity

Teachers can apply the cooperative activity in the classroom in which the students are put in groups and work together to practice writing. Boughey (1997) in Harmer (2007) suggests the cooperative activity as the teacher can give more detailed and constructive feedback because she/he only deals with a number of small groups rather than individual students in the class. Moreover, learning in groups is better than learning individually since working in groups would generate broader ideas than working individually.

Cooperative learning would run well when the learning focuses on the process writing or on genre. In the writing process, during the reviewing and evaluation phase, students should be working in groups to provide some meaningful feedback to each other. In addition, during the planning phase, students are encouraged to generate ideas (brainstorming). It would be livelier when the students are put in groups than they work on their own. Furthermore in genre-based writing, when the students are asked to analyze the genre-specific text, they better work in groups and share opinions to get more successful.

5) Building the Writing Habit

Some students might be hesitant to write as they do not come up with ideas. They find it difficult to get writing as a habit and feel unconfident and unenthusiastic. Even they rarely write in their first language.

Building the writing habit would be done through some ways. Harmer (2007) proposes on way for a teacher to do this. She/he should provide some enjoyable and interesting tasks for students and give enough information to do the tasks. The teacher also has to be able to give students ideas to complete the tasks.

Some other ways to build students' writing habit are promoting instant writing by dictating half a sentence which students have to complete, getting them write *Don't* sentences for a new school, responding to music by writing what words or scenes a piece of music suggests, or describing the film scene. They can write whatever that comes to their mind and how they feel. The teacher can also provide some pictures and ask students to describe them. Furthermore, students also can play games in writing. The students are put in groups and they have to construct a story based on a set of pictures.

6) Writing-for-learning and Writing-for-writing

There is a distinction between writing for learning and writing for writing. Teachers should take into account that the difference when it comes to promoting writing as a skill.

A teacher helps students learn language or to test them on that language. It means that the teacher carries out writing-for-learning in which the teacher does not aim at training the students to write but help them to learn the grammar. For example, the teacher asks students to write sentences using 'going to' or four sentences about what they wish about the present and the past.

Meanwhile, writing-for-writing is aimed at training students to be good at writing some kinds of text. For example, the students are assigned to write a narrative. They are not only taught how to construct a good narrative story in terms of the content which is logical and coherent but also the grammar, the use of past tense. Harmer (2007) suggests that writing-for-writing tasks are more appropriate to build the students' writing skills.

e. Teaching Writing in Senior High School

Some experts argue that teaching English to young learners or teenagers can be considered the most challenging task as the students tend to have limited knowledge of the target language (Brown, 2001: 91). Students still lack vocabulary, grammar and expressions to produce meaningful utterances.

Teaching English in senior high school in Indonesia is aimed at developing students' communicative competence covering the four language skills namely listening, reading, speaking and writing (SKKD, 2006). Students are driven to be able to communicate in English in daily life both in written and spoken form. However, the teachers are supposed to give the right proportion of each language skill in order to improve both students' receptive and productive skill equally.

Writing is categorized as one of the productive skills in which the students should acquire. In the 2006 curriculum, the basic competence of writing states that the students have to be able to express meaning and rhetorical steps in essay accurately, fluently and properly in the daily life.

1) Micro and Macro skill of Writing

Brown (2004: 220) proposed micro and macro skills of writing which are essential for the successful mastery of writing.

a) Micro skills for writing

These are the micro skills for writing. First, students can produce graphemes and orthographic patterns of English. Second, they are able to produce writing at an efficient rate of speed to suit the purpose. Third, they are supposed to produce an acceptable core of words and use appropriate word order patterns, using acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules and express a particular meaning in different grammatical forms, using cohesive devices in written discourse.

b) Macro skills for writing

These are the macro skills for writing. First, students use the rhetorical forms and conventions of written discourse. Second, they can appropriately accomplish the communicative functions of written texts according to form and purpose. Third, they are able to convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification, distinguishing between literal and implied meanings when writing. Next, students correctly convey culturally specific references in the context of the written text. After that, they can develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

3. Cooperative Learning

a. The Definition of Cooperative Learning

Cooperative learning has been one of the appealing strategies implemented and used in schools and universities in every part of the world, in every subject area, and every age student. It is now accepted and highly recommended instructional procedure (Johnson & Johnson, 1998). Materials on cooperative learning have been translated into numerous of

languages as it is not difficult to find a text on instructional methods, a teacher's journal, or instructional material that do not discuss cooperative learning.

Mandal (2009) proposes the notion of cooperative learning is an instructional strategy based on the human instinct of cooperation. It is the utilization of the psychological aspects of cooperation and competition for curricular transaction and student learning.

There are some other definitions of cooperative learning made by some eminent scholars. As cited in Syafini & Rizan (2010), Slavin (1980) states cooperative learning is student working in small groups and are given rewards and recognition based on the group's performance. Goodsell, Maher and Tinto (1992) define cooperative learning as a learning approach which falls in the more general category of collaborative learning which is described as students in groups of two or more working together mutually to find an understanding, solutions or meaning and create product.

In the ideal classroom, students would learn how to work cooperatively with others, compete for fun and enjoyment, and work autonomously on their own. Students are given some goals and encouraged to work cooperatively to accomplish the goals. Cooperative learning can maximize their own and each other's learning (Johnson & Johnson 1998).

Johnson & Johnson (1988) describe a cooperative learning situation interaction is characterized by positive goal interdependence

with individual accountability. Positive goal interdependence requires acceptance by a group that they sink or swim together. Students work in a small group to help each other to learn before they are engaged in an individual test. Their score on the test later would contribute to their own group.

Conducting cooperative learning could enhance students' performance. Firstly, the teacher would get the students achieve more than in competitive or individualistic interaction. Secondly, students are more positive about school, teachers, subject areas. Thirdly, students are more positive about each other when they learn cooperatively than when they learn alone, competitively or individualistically. Lastly, students are more effective interpersonally as a result of working cooperatively than when they work alone. (Johnson & Johnson, 1988).

b. The Elements of Cooperative Learning

According to Goodsell, Maher & Tinto (1992) cooperative learning is an approach under the umbrella of collaborative learning. However it is different from collaborative learning or group work. In cooperative learning, the teacher plays a significant role to incorporate the elements of cooperative learning and ensure that the students know how to work cooperatively in a cooperative learning situation.

The elements are different from one approach to another depending on the model that is being implemented. Johnson & Johnson (1988) proposes cooperative learning model 'Learning Together' which focuses

on five elements namely positive interdependence, individual accountability, face-to-face interaction, social skills and group processing. Meanwhile Slavin (1995) and his colleagues suggest the use of group reward to enhance students' performance.

The five elements proposed by Johnson & Johnson (1988) are all essential to all cooperative systems, no matter what their size.

1) Positive Interdependence

The teacher puts the students work in groups and work cooperatively. When the teacher gives a clear task and a group goal, the students would learn how they sink or swim together. The students have to consider that they are one in a team, they will not succeed if there is one student fails. Positive interdependence creates a commitment to others' success as well as one's own. It is the heart of cooperative learning as there would be no cooperation if there is no positive interdependence.

2) Face to Face Interactions

The group member should share resources and help, support, encourage, and praise each other's effort to learn. Cooperative learning groups are both an academic support system and a personal support system. Academic support system is that every student has someone who is committed to help him or her to learn while personal support system means that every student has someone who is committed to him or her as a person. During they work cooperatively, students orally explain how to solve

problems, discuss the nature of the concepts being learned, teach one's knowledge classmates, and connect present with past learning.

3) Individual and Group Accountability

The teacher gives some goals that should be achieved by each group. Every member of the group should participate and contribute his or her share of the work. the group has to be clear about its goals and be able to measure (a) its progress in achieving them and (b) the individual efforts of each of its member. Individual accountability exists when the performance of each individual student is assessed and the results are given back to the group and the individual in order to ascertain who needs more assistance, support and encouragement in completing the assignment. The purpose of cooperative learning groups is to make each member a stronger individual in his or her right. Students should learn together so that they can subsequently perform higher as individuals.

4) Social Skills

Students are asked to learn academic subject matter (taskwork) and also to learn the interpersonal and small group skills required to function as part of a group (teamwork). Learning cooperatively is somewhat complex since the students are engaged in taskwork and teamwork. Students working in groups must know how to provide effective leadership, decision-making, trust-building, communication, and conflict-management, and be motivated to use the prerequisite skills.

5) Group Processing

Group members discuss how well they are achieving their goals and maintaining effective working relationships. Each group needs to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. Continuous improvement of the process of learning results from the careful analysis of how members are working together.

c. Cooperative Learning Strategies

Mandal (2009) suggests a number of cooperative learning strategies that could be implemented in the classroom to enhance students' writing performance. The strategies could be carried out during the process of writing that is planning, translating and reviewing so that the product produced by the group is good. There would be many discussions during the process of drafting a composition. The students would be urged to think in the language but the teacher should encourage and motivate the students to participate in good discussions.

1) Think-Pair-Share

It is a quite simple and quick technique in which the teacher develops and poses questions. Then, the teacher gives the students a few minutes to think about the answer and share their ideas with a partner. Students are encouraged to collect and organize their thoughts and then compare and contrast their understanding with one another. Sharing their

ideas with their peer is like rehearsing their response first in a low-risk situation before they are engaged in public with the whole class.

2) Three-minute review

The teacher gives a short time for the group members to review what has been said, ask clarifying questions or answer some questions during the discussion. The teacher can ask students to review any time during the discussion on various format of letter writing, report writing, and the like.

3) Buzz groups

Teacher can set up students in groups of four or six that should be formed quickly and extemporaneously. Each group discusses on a given topic with their group members. The discussion can be done informally as it serves as a warm-up to whole-class discussion. This strategy can be used to write essays on current issues in which the students are encouraged to exchange the ideas.

4) Write around

Write around technique is suitable for creative writing or summarizing in which the teacher would give a sentence starter. For example, if there were no plants on the earth---/ A man met an alien on the sea shore. After that, each member of the group should write the next line to finish the sentence. It goes round and round, they pass the paper to the right, read the one they receive, and add sentence until they have finally

written a story. The teacher gives student time to add conclusion and edit their favorite one to share with the class.

5) Praise-Question-Polish

The group members take turn to read aloud the their paper while the other groups follow along with copies. After that, they give feedback to the piece of writing by asking them to identify what they liked about work (Praise) and what portion of the writing they did not understand (Question). The other groups may offer some suggestions for improvement of the writing (Polish). The students would be able to improve their own writing by critically evaluating the writing of their peers.

B. Related Studies

Research has shown some advantages for cooperative learning as opposed to individual learning on such factors as promoting intrinsic motivation, heightening self-esteem, creating caring and altruistic relationships, and lowering anxiety and prejudice Oxford (1997) as cited in Brown (2004: 47).

Mariam and Napisah (2005) argue that when peer interaction is incorporated in learning writing, the students generate ideas and construct sentences together. Thus this will lead to a better understanding of the topic that they are required to write on. The students will also be able to write concrete, accurate, and creative piece of writing.

Harmer (2007) believes that writing in groups is effective in genre-based and process approach, students found the activity motivating in terms of writing itself. They also found the activity to be motivating when they embark on the research, discussed on the topics, had peer evaluation and achieved the group's goal.

As cited in Syafini & Rizan (2010), Legenhausen and Wolff (1990) conducted a research that shows writing in a small groups is an efficient way to promote writing abilities and it was excellent interaction activity. This is also supported by Kagan and High (2002) in Syafini & Rizan (2010) that students performed better in writing when cooperative learning was incorporated in the classroom.

The data collected by ten limited English proficient (LEP) community college students who were taught using cooperative learning approaches also showed positive outcome (Jones & Carrasquillo, 1998) as cited in Syaifini & Rizan (2010). The students were put in groups and asked to work in groups using brainstorming techniques and collaborative reading and writing tasks. The results show that cooperative learning approach improved the students writing skills.

C. Conceptual framework

Writing is one of the productive skills that should be acquired by students. They should be given more opportunity to practice producing the target language in written form through the activities in the writing

process. During the process of writing, namely planning, drafting, revision, editing, and final draft, it would be more effective if the students are set working in groups. Cooperative learning could be implemented in each step of the process such as during brainstorming, giving feedback, etc.

According to the early observation in SMAN 1 Seyegan, the researcher found some problems in the process of writing. One of the problems is related to students' low proficiency in English. They still lacked vocabulary and awareness of grammar so that they found it hard to write a piece good of writing. Sometimes, their writing turned out weird in English as they used to translate it from Bahasa Indonesia into English. Moreover, students did not know how to begin to write a paragraph because they were not familiar with the right components of the text type. The problems even become worse as they are barely practicing writing in groups. Consequently, they find the activities boring and uninteresting at all.

Looking at the facts faced by the students that they were not motivated to write, the researcher decided to apply the cooperative learning in the writing activities to improve students' writing performance. Cooperative learning has various strategies that can be implemented in the writing process that could encourage the students to work together in small groups with mixed-ability. They are addressed to specific instructional tasks so that they are hoped to aid and support each other during the learning process. The teacher also could effectively give feedback to

students when they are in groups rather than individually. Furthermore, cooperative learning is believed for enhancing students' motivation in terms of writing as they discuss the topic and have evaluation or feedback among the group members to achieve the group's goal. In addition, cooperative learning let the students generate ideas and construct sentences together which can lead to a better understanding of the topic when they write. Eventually, they will be able to write a concrete, accurate, creative piece of writing.

CHAPTER III

RESEARCH METHOD

This chapter contains of five subchapters. It covers type of research, research setting, the research subjects, the data collection, and research procedures.

A. Type of Research

As mentioned earlier in the objective of the study, the research study was aimed at improving the students' writing ability through the use of cooperative learning among XI IPS1 students at SMAN 1 Seyegan. Thus, it was categorized as action research in which the focus of this research was on improving the real condition of the English teaching and learning process to reach the improvement of the students' writing ability.

According to Burns (1999), there are four characteristics of action research. Firstly, action research is contextual, small scale, and localized. Secondly, it is evaluative and reflective. Thirdly, action research is participatory. Lastly, it has changes in practice which are based on the collection of information.

The researcher conducted an action research by implementing the model proposed by McTaggart in Burns (1999) with some modification. The researcher and the English teacher carried out the action research and worked together in collecting input about the obstacles and weaknesses of

the English teaching and learning process related to the students' writing skills.

After that, the research problems were identified and the actions which were planned to solve the problems were figured out in the planning step. During the implementation, observations were also carried out in the teaching and learning process. After observing the teaching and learning process, the research and the English teacher reflected and evaluated the actions implemented in the study. Finally, there were some other considerations related to the result of the actions if there was no improvement. Then the other actions were implemented in the cycle 2 to improve the students' writing performance.

B. Research Setting

The researcher conducted the study at SMAN 1 Seyegan which was located in Tegalgental, Margoagung, Seyegan, Sleman. The school had one hall and one main building which was divided into some rooms for a headmaster's room, a principle room, and a teacher's room, and a guide and counseling's room. Those rooms are all equipped with chairs and desks while in the principle room and the guide and counseling's room equipped with three computers and three printers. Next to the main building, there was a library that provided some kinds of books for students like novels, magazines, newspapers, and other books. It was also equipped by two computers and one printer. On the other side of the

building, there were more eight buildings that are X, XI, XII classes. The school also had a very large yard, a basketball court, badminton court, volley ball court. Moreover, the school provided other rooms that were functioned as school health unit, a computer laboratory, a physics laboratory, a mosque, eight toilets, and a cafeteria.

The XI IPS1 classroom was located near the library. It was equipped with LCD, a white board, chairs and desks for students. In the classroom, class organization structure and the schedule of students' duty for cleaning the classroom for each day can be found hanging on the wall next to the white board.

This research study was conducted in the second semester of the academic year of 2013/2014. The observation was done in November 2013. The researcher carried out the research from February to April 2014. The action research was carried out based on the school schedule which was on every Mondays and Saturdays.

C. The Research Subjects

The subjects of the research were the XI grade students of IPS1 at SMAN 1 Seyegan in the academic year of 2013/2014. The class consisted of 18 students. Eight of them were male while 10 students were female.

This class was chosen because their English level proficiency was considered at the lowest level amongst the XI classes. They claimed that

they still find many problems in writing after conducting observation and interviews.

D. Data Collection

1. Types of Data

This research was action research in which the data could be both qualitative and quantitative. The data of this research were in two forms. The quantitative data was collected through the interviews and observations while the quantitative data was the results of the students' writing tests.

2. Data Collection Techniques

The data in this research study were obtained from the instruments. The data needed were the writing scores, opinions, obstacles, and expectations of the implementation of the actions gained from the research members. The data were collected through class observations, documentation of the students' writing tests, and the interview with the research members.

The data collection techniques used were qualitative through interviewing some of the members of schools and observation. In the beginning of the research, the researcher conducted personal interviews to the principal to find out the main language skills needed to improve. By doing so, the researcher found out that writing skills of the students at the

school were low, so the researcher decided some actions to be carried out which aim was to improve the writing ability. The researcher also interviewed the English teacher. Besides, to get the whole picture of the class she joined the class to see the learning and teaching process. The problems were identified and discussed with the English teacher to find the solution.

The interviews, observations and the discussion were done not only in the beginning of the research, but also in the process of the research. It was to identify and monitor the improvement of the writing ability of the students after the implementation of the planned actions through the use of cooperative learning to improve the writing skills. The interviews were conducted with the students in the class after the implementation of the actions to know how their feelings towards the actions implemented and whether the actions helped them to improve their writing skills. The interviews were recorded and done in Bahasa Indonesia. At the end, the researcher conducted a writing test for the students.

3. Data Collection Instruments

Instruments were some documents used in the data collection. The instruments used in this research were observation checklist, interview guidelines, writing tests and rubrics of the students' writing performance. To keep the validity of the data, the researcher also used a recorder and

photographs during the interview and observations of the teaching and learning activities in the classroom.

The rubrics of the students' speaking performance were used to assess the students' writing ability in the pre-test and post-test. The tests were used to measure the improvement of the students' writing skill and in the form of texts. The tests in the pre-test and post-test had the same level of difficulties. The rubrics were focused on five aspects namely organization, logical development of ideas (content), language, vocabulary, and mechanics. The researcher adapted them from writing scoring rubric by Jacob (1981) that is cited in Weigle (2002) that is scaled 13 to 30 for the content aspect, 7-20 for the organization and vocabulary, 5-25 for the language use, and 2-5 for the mechanics aspects.

Meanwhile, the observation and interview guidelines were used in the reconnaissance and the observation during the implementation of the action. In the reconnaissance step, the observation guideline was used to find out the relating problems. In the action step, the observation guidelines were used to see the implementation of the action. It covered the instruments of the lesson, the learning and teaching process, and class situation. These main parts covered some sections. The instruments of the lesson included the lesson plans and the syllabus. The pre-teaching, whilst-teaching, and the post teaching became the parts of the learning and teaching process. The class situation were needed to observe since it was also one of the things needed to improve in this research. The class

situation was related to the students' enthusiasm, involvement, understanding, and the students' responses towards the techniques and activities used by the researcher and so forth. The results of the observation during the research were in the form of field notes.

4. Data Analysis Techniques

In this research, the data were qualitative in nature and supported by the quantitative data. The researcher assessed the students' writing skills based on the writing rubrics that had been consulted with the English teacher. The rubrics were used during the writing test, in the pre-test and in the post-test. The results of the students' writing performances were analyzed to find out the means of the students' writing performances.

Meanwhile, the qualitative data were analyzed based on the data analysis proposed by Miles and Huberman (1994). It was done through these steps: data collection, data reduction, data display, and conclusion. The first step were done by collecting the data such as the interview transcripts and field notes. In the second step, the researcher selected limited, simplified and transformed the data by summarizing or paraphrasing the interview transcripts and field notes. In the data display, the data was reduced then organized and compressed. The data display of this research was in the form of texts, field notes, and interview transcripts and field notes. Then, the last step was making conclusion (drawing and verification). The conclusion were gained based on the results of the

students' writing performances, field notes, and interview transcripts. In making conclusion, the researcher collaborated with the collaborators to obtain the valid findings.

5. Research Validity

To obtain the valid data, the researcher used four kinds of validity. They were democratic validity, outcome validity, process validity, and dialogic validity stated by Anderson et al. (1994) in Burns (1999: 161). Each of the criteria is presented in the following discussion.

a) Democratic Validity

The democratic validity has something to do with involving students to give their opinions, ideas, and comments about the implementation of the action research. It was obtained through interviewing the English teacher and the students to find out their ideas and comments the action or activities during the implementation of cooperative learning carried out in the writing process.

b) Outcome Validity

Outcome validity refers to the actions during the research. The action can be successful if it is within the context of the research. In this research, the processes were related to the improvement of students' writing skill through the use of cooperative learning.

c) Process Validity

Process validity describes that the actions are believable. The researcher will collect the data by doing observatoin, and note during the research to obtain the process validity. In this research, the process were done in two cycles and each cycle consisted of planning, actions, and observations, and reflection steps. The process involved some different data sources and was followed by some evidence that will show the believable process.

d) Dialogic Validity

Dialogic validity is related to the stakeholders involved in the process of the research. The researcher collaborated with the teacher to observe the research process.

6. Trustworthiness of the Data

To meet the realibility, the reasearcher used the triangulation. It was obtained by giving genuine data such as the field notes, questionnaires and interview transcripts. There were kinds of triangulation mentioned by Burns (1999) namely time triangulation, space triangulation, investigator triangulation and theoretical triangulation. In this research, the research used two of them which were as follows.

a) Investigator triangulation

During the research, there was more than one observer in this research in the same setting, the researcher and the English teacher.

This was to avoid the observe's bias and provide checks on the reliability of the observation.

b) Theoretical triangulation

The data were analyzed from many perspectives. There were various theoretical review and studies conducted the same field. The researcher analyzed the data based on more than one theoretical review in interpreting the data.

E. Research Procedure

In conducting the research, the researcher used the action research procedure proposed by Burns (1999). The procedure consisted of the following four steps.

a) Reconnaissance

The researcher conducted the reconnaissance step to discover information related to the problems faced by the students. Based on the interviews and observations in SMAN 1 Seyegan, the researcher found and identified the existing problems. After finding some problems, the researcher tried to figure out the most feasible problem to be solved.

During the observation and interviews, the researcher found out that the students had problems in writing. They claimed that writing was the most difficult skill to master. They were rarely asked to produce a piece of writing. The teacher seemed to more focus on writing-for-learning than writing-for-writing as the researcher found that the teacher simply

asked students to change the verbs into the correct ones. Writing might take a long time to students so that the teacher rarely carried out tasks that are focused on the writing-for-writing.

b) Planning

After the researcher identified the problems, she made plansto choose the actions that could be conducted in the field. In planning the actions, the researcher worked together with the English teacher of XI IPS 1. The researcher and the English teacher discussed the possibility and the scale of priorities of the implementation. In this step, some techniques were selected to improve students' writing ability.

c) Actions and Observing the Action

After the planning had been approved, the actions were going to be implemented in the class. The action was going to be done in two cycles. One cycle consisted of three meetings. The researcher observed and recorded the students' responses in the actions. The researcher discussed the influences of the implementation to be evaluated in the next cycle. The results of the identification were considered successful or unsuccessful. The results of this evaluation process were considered for the reflection in the next step.

d) Reflection

The reflection was going to be done after one cycle of the research completed. The researcher and the English teacher discussed circumstances concerning the actions. It was going to be done to discover

whether the actions were successful or not. If the action carried out was successful, the researcher would keep carrying out. In the other hand, if the actions were not successful, the researcher tried to figure out suitable actions to help students improve their writing ability.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the process of the research findings and discussions which refer to the effort to improve students' writing ability through cooperative learning. These are presented in three headings: reconnaissance, the implementation of the actions and discussions, and the results of pre-test and post-test of students' writing results.

A. Reconnaissance

In this step, some activities to find the existing problems in the class were carried out. First, some observations concerning the English teaching and learning process of class XI IPS 1 at SMAN 1 Seyegan were conducted. Second, the English teacher and students were interviewed to get some input about the weaknesses and suggestions related to the English teaching and learning process. Third, to support the general finding of the students' writing ability and planning the action, the pre-test was also carried out.

1. Identification of the problems

The identification of the problems was based on the observation, results of interviews and the pre-test of the students. The researcher did the observations during the teaching and learning process in the XI IPS 1 class

on Monday, 24th February 2014. The observation to identify the problems can be seen in the vignette below.

No.	: FN. 03
Day, Date	: Senin, 24th February 2014
Time	: 08.00– 09.15
Place	: Kelas XI IPS 1
Activity	: Observation
Respondent	: R = researcher
	ET = English teacher
	Ss = students

R came to SMAN 1 Seyegan on February 24th 2014 to observe the teaching activities on writing a narrative text in XI IPS 1. R arrived at 07.45 a.m., ET was briefing in the teachers' room and then the class started at 8.00 a.m. After having a short briefing, R followed the ET to the class. He introduced the researcher to the XI IPS 1 students while opening the class with a short prayer. R sat on the very back seat and observed the teaching and learning activities for 2 x 30 minutes. Normally, the teaching and learning process lasted for 2 x 45 minutes however since it was Monday, the teachers and staff had a short briefing at 07.00 a.m. to 07.50 a.m.

After having a short prayer, ET checked the students' attendance list and called out the students' one by one. XI IPS 1 consisted of 19 students, 10 female and 9 male students. No one missed the class on that day. After that, he told Ss what they were going to learn. It was about writing narrative text. ET then recalled what the students have known about the narrative text, what they had learnt before about narrative. ET introduced the kind of narrative texts that they were going to learn was fable. ET gave the handouts to the students. The handouts had 3 tasks which had 3 different stories. The first task had "The wolf's sheep clothing" text and 6 questions related to the text that the students had to answer with their partners. The questions was introduced the students about the generic structure of the narrative text.

ET mostly spoke in English and sometimes he translated what he said into Javanese so that Ss would understand what he said. ET guided the students and came to every student to check whether they found any difficulties or difficult words while doing the first task. After they had done discussing the answers with their partners, ET discussed it in the whole class. He picked some students and called out the students' name to share their answer and discussed it together.

(continued)

Moving on, he asked the students to do the next task in which the students were supposed to change the verbs in the text into the correct form or past tense. Ss worked with their partner sitting next to them. **Ss did not bring dictionary, so they just figured it out the correct form by themselves without consulting with the dictionary.** Only 1 student brought the list of regular and irregular verb. **Other Ss especially male students did not do the task but played and chatted with their partners. Some of them just copied others' work.** ET checked their Ss and told the students to do it right. After that, the teacher discussed the text and the corrected answers with the whole class. ET explained the regular and irregular past form communicatively and fun. He spoke in Javanese and wrote the meaning of the difficult words on the whiteboard so that the students could grasp what he was trying to explain. He sometimes told some jokes in Javanese related to the words that were being explained. After that, the students were asked to do the last task, in which they had to continue the story based on their own idea. However, it took them a while to develop their own ideas. ET kept encouraging the students to get some ideas to write. The story was about a fable. ET only provided the orientation part and let the students developed their own story. **Male students were a little bit noisy and busy with their gadgets. They were reluctant to write but when the teacher came to them, they still did not want to struggle to write.** Female students were busy discussing with their friends sitting next to them. However Ss could not manage to finish their writing since the time was up.

After conducting the observations, the researcher interviewed some students and the English teacher concerning the teaching and learning process in the XI IPS class. On the following day, the students took the pre-test. They were asked to write a short narrative text that they had been familiar with.

During the interview, the teacher revealed that there were still many errors and mistakes. Students only relied on the dictionary as they had very limited vocabulary. Furthermore, they did not have enough

knowledge about grammar. They expressed the ideas in Indonesian by translating Bahasa Indonesia into English which have totally different rules.

P : “Apa saja masalah yang bapak hadapi ketika mengajar writing dikelas XI IPS 1?”

(What were the problems you encountered during teaching writing in XI IPS 1 class?)

G : “XI IPS 1 ini banyak sekali masalahnya, kekurangan kosakata. Anak-anak itu lalu kecenderungan membuka kamus langsung dipake gituloh misal tadi mau bilang saya ingin jadinya I to want atau misal dalam narrative, anak-anak cenderung tidak menggunakan past tense, tidak pakai –ed banyak sekali tadi itu. Terus mau bilang anjinglain jadi “dog another”.

(XI IPS 1 students had numerous problems, they lack of vocabulary mastery. Students often looked up in their dictionary and used the word that they found without thinking of the correct tenses. For example, they wanted to say “sayaingin” they said “I to want”. In narrative, students did not use past tense, they did not change the verb into the past form. It often happened. Another case I found like saying “anjing lain” they said “dog another”).

Interview transcript 7

The problems found by the teacher were also stated by the students. They claimed that writing is the most difficult skill to master. The students revealed that they had low vocabulary mastery.

P : “Ada kesulitan waktu menulis cerita narrative dalam bahasa inggris?”

(Did you face any problems in writing narrative text?)

S1 : “ada, menggunakan verb 2 itu lo. Bingung cari yang verb 2 kalo ga pake kamus itu sering lupa lupa gitu.”

(Yes, I often forgot the past participle forms of some words. I usually looked up in the dictionary.)

Interview transcript 3

In addition, they often made errors in writing noun phrases that were previously stated by the teacher. It was caused by the difference between the grammar rules of English and Bahasa Indonesia. So they tended to literally translate the words to create a phrase or sentence.

P : *“Kesulitan di writing apa?”*
(What problems you had in writing?)

S4 : *“Kayak nyusun kalimatnya gitu suka kebalik-balik, yang depan yang mana yang depan yang mana? Grammar juga”*
(I had problems in grammar. I often wrote a phrase in wrong order as in Bahasa.)

Interview transcript 6

Furthermore, the teacher also revealed that he tended to be close to every student and approach them individually to find and solve their difficulties. Giving students feedback individually and approaching them one by one were inefficient and tiresome.

P : *“Jadi murid-murid juga masih kurang percaya diri dan termotivasi untuk belajar writing Pak?”*

(So, the students were not confident enough and motivated to write Sir?)

G : *“Saya tidak akan pernah menyalahkan anak, itu kunci, saya tidak akan pernah menyalahkan anak apalagi di depan umum. Makanya ketika sayamengajar pasti saya akan duduk di samping anaknya dan langsung berbicara empat mata, apa kesalahannya apa masalahnya, yang ga tau apa. Kalau secara umum, itu akan mubazir karena ada yang sudah dong*

dan anak cenderung rame di kelas padahal ada beberapa yang sebenarnya masih kurang paham. Jadi saya lebih pendekatan ke individu, memang sih capek mbak.

(I would never blame the student. That's the key. I would not blame students in front of the class. So when I was teaching them, I sat next to the student individually and had a small talk about their problems. If I told them in front of the class for the whole students, it was inefficient. Because those students who had already got the idea would not pay attention to my explanation so they tended to be noisy in the class while there were some students who had not fully understood. So I preferred to approach them individually, indeed it was exhausting.)

Interview transcript 7

To provide the valid data of the students' initial ability of writing, the researcher carried out pre-test which measured their initial writing skill. The test was taken before the implementation so that the researcher could consider some actions would be implemented in the first cycle to solve their problems.

Table 4.1 : The pre-test Mean Score of Each Writing Aspect

	C	V	O	LU	M	TS
Mean	19,7	14,3	13,8	14,6	2,8	62,3

C : *Content*
V : *Vocabulary*
LU : *Language Use*
M : *Mechanics*
TS : *Total Score*

In the writing aspect of content, the students scored 19,7 out of 30. It showed that they were still fair to poor level. Their writing results in the pre-test had inadequate development of topic and little substance and limited knowledge of the subject. The students were given 100 minutes to write a narrative text, however the results showed that they still had not enough development of the ideas.

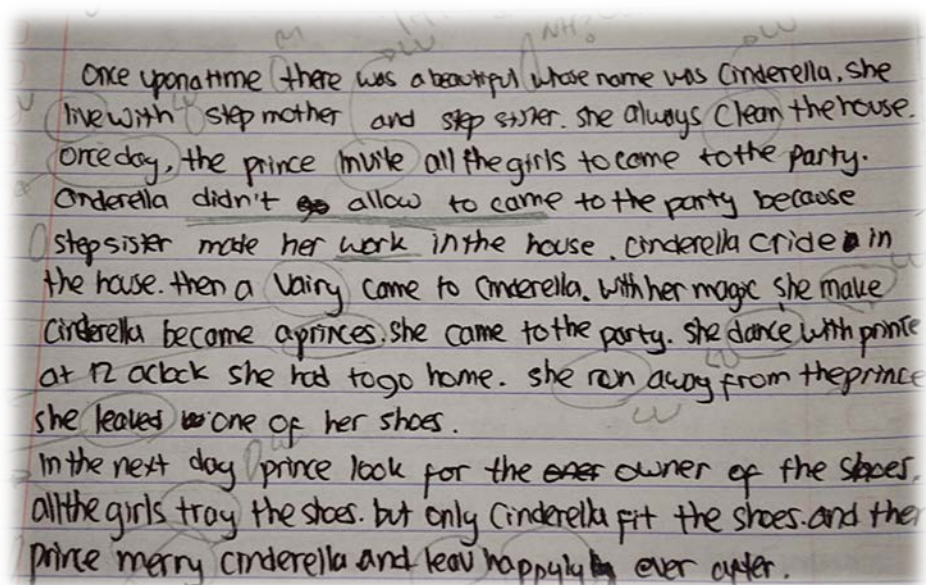
In terms of vocabulary, they still had limited range as frequently errors of word choice/usage. The students only scored 14.3 out of 20. It sometimes made the meaning obscured. For example, “than” when they were meant to write “then”. This cases found in almost students’ writing results.

Organization of their writing results showed that they still lack logical sequencing and development as they scored 13.8 out of 20 which was categorized as fair to poor. They often jumped or somewhat choppy as the ideas were quite confusing and disconnecting. Most of the students did not provide sufficient supporting details in their writing performances.

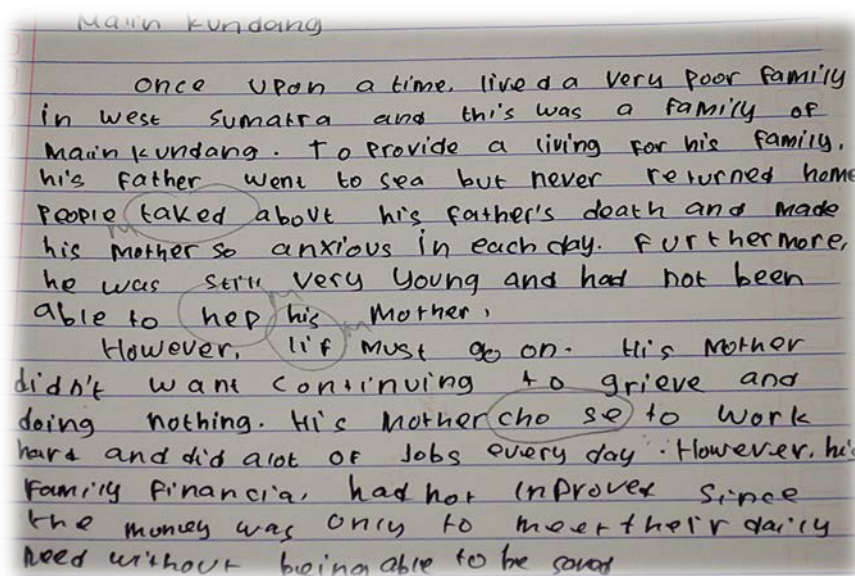
In language use, the students scored 14.6 out of 25. They showed major problems in simple and complex constructions and frequently made errors of agreement, tenses, articles that made the meanings often obscured. Based on their writing results in pre-test, students still used present tense instead of past tense while they were writing narrative text.

The students were still in fair to poor level in the mechanics. Based on the results of pre-test, they scored 2.8 for mechanics. The score implied that the students still made frequent errors of spelling, punctuation, and capitalization. Some of the students had terrible handwriting. The students seemed not pay much attention to the simple matters like mechanics and often ignored such mistakes.

The results of pre-test showed that students had many serious problems in writing a narrative text. They still lacked in many aspect of writing. In terms of language use, students did not use the appropriate tense. They showed many mistakes in mechanics, often wrote some the wrong spelling of some words. The result of some students' writing performance in the pre-test is presented below.



Picture 4.1: The result of a student's writing in the pre-test



Picture 4.2: The result of a student's writing in the pre-test

From the observation, interview, and students' writing sample.

Some problems can be identified and presented in the following table.

Table 4.2: Problems Related to the Students of Class XI IPS 1 of SMAN 1

Seyegan

No	Problems Found	Explanation
1.	The Students' attitude toward the teaching and learning Process of writing	a) Mostly male students were likely to play and chat with each other instead of working together and discussing the answers of the given tasks. b) Female students tend to be more focused on doing the tasks than the male students, although they seem to be quiet and some of them are passive during the class. c) The students had claimed that English was one of the difficult subjects.
2.	The Students' Writing Ability	a) The students still had limited

	a. Content	<p>knowledge about the story they wrote.</p> <p>b) The students had not adequately developed the supporting details.</p> <p>c) The students hardly started writing a narrative text and developed the story given by the teacher because they did not actually know what they would write.</p> <p>d) It took them long time to write although the teacher had been trying to stimulate them with some ideas.</p> <p>e) The students were not confident enough to write a narrative text.</p>
	b. Vocabulary	<p>a) The students committed mistakes when writing irregular verbs as the regular ones. For example “<i>leaved</i>” “<i>taked</i>”.</p> <p>b) The students were not aware of the adjectives and verbs like “<i>life</i>” when they were supposed to write “<i>live</i>”.</p>
	c. Language Use	<p>a) Mostly used present tense in writing a narrative text.</p> <p>b) The students used the subject pronoun when they were supposed to write the object pronoun. For example, “But he force she.”</p> <p>c) The students had not mastered past tense. For example, a student wrote “<i>the shoes was match to Cinderella foot</i>” “<i>rorojonggrang give him one condition.</i>” “<i>she escape into the forest.</i>”</p> <p>d) The students wrote “<i>seven dwarf</i>” instead of “seven dwarfs” ; “<i>two step sister</i>” instead of “two step sisters”</p>

	d. Mechanics	<ul style="list-style-type: none"> a) The students wrote in capital letters for a particular alphabet and when it's not in the beginning of a sentence. <i>"theRe" "heR" "he Fell in love"</i> b) The students did not write in the capital letter for the first letter at the beginning of the sentence and for some particular objects like <i>"rorojonggrang"</i> c) The students did not put a full stop to indicate the end of the sentence / paragraph. e) The students did some spelling mistakes for some words such as <i>"lif" "hep" "cho se" "leav" "beautiful" "vairy" "quen"</i> f) The students had mistaken some words such as <i>"than"</i> when they were meant to write <i>"then"</i>, <i>"plant"</i> when they were meant to write <i>"plan"</i> g) Some students had terrible handwriting.
--	--------------	--

2. Selecting the Problems to Solve

Considering the time, energy, priority and feasibility of the problems to solve, it was quite impossible to overcome all the problems found in the field. As stated in chapter 1, the researcher only focused on improving the students' writing ability through cooperative learning. Therefore, the list of the most urgent problems to solve was made based on the observation and interviews that had been conducted before. The problems are formulated in the following table.

Table 4.3: The Field Problems to Solve

No	Field Problems	Code
1.	Most of the male students tend to play and chat with each other instead of working together and discussing the answers of the given tasks.	S
2.	The students still had limited knowledge about the story they wrote.	C
3.	The students committed mistakes when writing irregular verbs as the regular ones.	V
4.	Most of students used present tense in writing a narrative text.	LU
5.	The students were not aware of the word class between adjectives and verbs.	V
6.	The students did some spelling mistakes for some words such as <i>lif, hep, leav, beautiful, vairy, quen</i> .	M
7.	The students did not put a full stop to indicate the end of the sentence / paragraph.	M
8.	The students wrote in capital letters for a particular alphabet and when it's not in the beginning of a sentence.	M
9.	The students did not write in the capital letter for the first letter at the beginning of the sentence and for some particular objects.	M

M :Mechanincs
V :Vocabulary

LU : Language Use
S : Students

C: Content

3. Determining Actions to Solve the Feasible Problems

Based on the feasible problems to solve and the possible causes mentioned before, in collaboration with the English teacher and the collaborator, the researcher designed some actions to overcome the problems.

Considering the problems faced by the students and teacher, the researcher had planned to implement the cooperative learning to improve students' writing ability. It would be better having the students working in groups by mixing those male students who had lower proficiency level and paid less attention to the class and female students who generally had better proficiency level and paid more attention.

The teacher said he had not applied cooperative learning strategies in the class. He hoped that the students' ability could be successfully improved through cooperative learning and it could solve numerous problems students had such as developing their ideas and providing more relevant supporting details.

P : "Apa bapak sebelumnya sudah pernah mengimplementasikan kooperatif learning?"

(Had you implemented cooperative learning?)

G : "Saya belum pernah melakukan itu. Karena disini menuangkan idenya masih sulit mbak, menemukan kata yang tepat saja sudah kesulitan, menyusun kalimatnya juga kesulitannya otomatis untuk mengembangkan idenya, seharusnya kan ada supporting ideas nah terkadang anak-anak masih ngambang itu belum begitu, itu juga menjadi tantangan buat kita. Semoga saja dengan cara itu bisa meningkatkan kemampuan anak."

(No, I had not implemented it. I still found students hard to develop their ideas, find the precise and appropriate word and make a good sentence. They were supposed to provide more relevant supporting details. This was a challenge for us, teachers. I hope it could successfully improve the students' writing ability.)

Interview transcript 7

Cooperative learning has some elements and strategies that could help students solve their problems in writing. The elements proposed by Johnson & Johnson (1998) are positive interdependence, individual accountability, face-to-face interaction, social skills and group processing. The students would be set in groups and learn together. The researcher and the collaborator selected some strategies in the cooperative learning that could enhance students' writing ability such as write-around and praise-question-polish. Students would practice to write sentence per sentence in groups during write-around. Afterwards, they would get feedback from the teacher and their friends as praise-question-polish implemented. The relation between the solvable problems and the action that would be implemented can be seen as follows.

Table 4.4: The Feasible Problems and the Solutions

No	Field Problems	Solutions
1.	Most of the male students tend to play and chat with each other instead of working together and discussing the answers of the given tasks.	a. Applying the cooperative learning elements. b. Male students would be separated in different groups which would consist of male and female students.
2.	The students still had limited knowledge about the story they wrote.	a. Providing the numerous narrative stories text and movies. b. Allowing students to brainstorm their ideas in buzz groups.
3.	The students made mistakes when writing irregular verbs as the regular ones.	a. Providing the grammatical exercises /drills.
4.	Most of students used present tense in writing a narrative text.	

5.	The students were not aware of the word class between adjectives and verbs.	
6.	The students did some spelling mistakes for some words such as <i>lif, hep, leav, beautiful, vairy, quen.</i>	a. Applying the cooperative learning “write-around” allowing student to practice to write sentence per sentence in groups. b. Applying the cooperative learning “praise-question-polish” which let the students to get feedback on their writing.
7.	The students did not put a full stop to indicate the end of the sentence / paragraph.	
8.	The students wrote in capital letters for a particular alphabet and when it’s not in the beginning of a sentence.	
9.	The students did not write in the capital letter for the first letter at the beginning of the sentence and for some particular objects.	

B. The Implementation of the Actions

1. The Report of Cycle I

a. Planning

Considering the problems identified above, some efforts were planned to solve the problems. The efforts were focused on improving the students’ writing skills through cooperative learning. Based on the results of the discussion with the teacher in a democratic atmosphere on Saturday, March 1st 2014, the action plans of the first cycle that would be implemented are presented below.

Table 4.5: The Actions and the Expected Improvement to Achieve

No	Solutions	Expected Results to Achieve
1.	Applying the cooperative learning elements as male students would be separated in different groups which	a. The teaching and learning process would run

	would consist of male and female students.	efficiently. b. The students would get focused on the lesson and engaged in the activities.
2.	Providing a number of narrative reading texts.	c. Students had adequate knowledge and ideas about narrative.
3.	Allowing students to brainstorm their ideas in buzz groups.	
4.	Providing the grammatical exercises and drills.	d. Students would be aware of the grammar rules used in writing a narrative text.
5.	Applying the cooperative learning strategy “write-around” allowing student to practice to write sentence per sentence in groups and “praise-question-polish” which let the students to get feedback on their writing.	c. Students would be engaged more in the writing process. Thus they could practice to write and get feedback to get the better result.

The implemented actions focused on improving the students’ writing ability through cooperative learning. Based on the results of discussion with the English teacher, the researcher acted as the classroom teacher during the implementation. Meanwhile, the action plans which performed in the Cycle I would be explained as follows.

1) Applying Cooperative Learning Elements

As mentioned earlier in the identification of the problems, the students tended to not focus on the lesson and paid less attention to the class. The teacher found it inefficient to approach the students individually to get the students clearly understood on the lesson. The researcher would

set the students to work in groups. The groups would consist of male and female students.

Female students seemed to easily focus and pay more attention than male students. By mixing the groups of male and female students, it was hoped they could be more engaged in the learning process and motivated to perform better in writing.

2) Providing Narrative Reading Texts

As the students did not have adequate knowledge of narrative texts, the researcher would provide more narrative reading texts and give them the appropriate model of narrative text before they engaged in the writing process. This was hoped to build the students' knowledge and ideas of the narrative texts. Furthermore, the students would increase their vocabulary mastery through reading the texts.

3) Providing Grammatical Exercises

The students still had low grammar mastery as mentioned in the field of problems. They did many mistakes in writing the past tense form and were not aware of using past tense in writing a narrative text. By providing grammatical exercises, it would make the students aware of using past tense in writing narrative texts and did not make mistakes in writing the past form of some verbs.

4) Applying Cooperative Learning Strategies

Cooperative learning has numerous strategies for enhancing students' writing ability. The researcher selected some strategies that could

be implemented during the writing process. The strategies that would be implemented in the first cycle were buzz group, write-around, and praise-question-polish. Buzz groups would be implemented during the brainstorming of ideas. The researcher would carry out write-around in the joint construction of the text followed by praise-question-polish in the individual construction of the text during the process of writing.

b. Action and Observations in Cycle I

1) First Meeting

The first meeting was done on Saturday, March 29th 2014. This meeting let the students explore the generic structure and the language features of the narrative text. The research and the collaborator came into the class right after the bell rang at 07.02AM. The researcher led the prayer and checked students' attendance list. The class has 19 students in total, 10 female students and 9 male students. There were two male students coming late, Sigit and Dismas. The collaborator sat on the very back chair behind the students and observed the teaching and learning process.

The researcher told the students what they were going to learn and stimulate them with some questions "Do you remember what you learnt from your teacher last week about narrative text?" "Can you give me the example of narrative text?" "What stories you read on the previous meeting?" The students were silent and reluctant to answer the questions.

The researcher then called out one of the student to answer and she answered, “*cerita tentang greedy dogs Miss*” the researcher replied, “So, greedy dogs can be categorized as what? Fable? Legend? Fairytale?” the student answered, “Fable Miss” “Ok, very good.” After that the researcher showed four pictures of *Tangkuban perahu*, *Malin Kundang*, *Cinderella*, *Si Kancil*. She asked the students to identify the type of the narrative story shown on the pictures in groups. The groups were created randomly in which the students picked a lottery to make them divided in five groups. Group one consisted of two female students and two male students. Group two had three female students and one male student. Group three consists of three male students and one female student. Group four members were three female students and one male student while group five consisted of two female students and one male student.

After they gathered and sat along with their group members, the researcher provided them with the worksheets to identify the pictures to its narrative type (fable, legend, fairytale, folklore). They did the task really good and had no many problems. Moving on to the next task, the research gave the worksheet to each group member to check their comprehension after reading the story of “Three Little Pigs”. They should fill in the black with the suitable answers. Each question was referred to the generic structure of the narrative texts. Each group discussed the text and answered the question together. The researcher monitored each of the group discussion. There were male students who were not focused on the group

discussion secretly operating their gadgets to play games. They were warned not to operate their mobile but focus on the group work. Group one looked focused on the discussion. One of the male students often asked for clarification to the researcher to confirm his answer with the groups' member. The female members were active on sharing their answers with other members. Group five consisted of one male student who came late to the class. He was caught sleeping by the researcher during the group discussion. Meanwhile the other two female members did the task. After they had done the second task, the researcher asked them to share their answers with the whole class and discuss it together. All of the groups had no big problems as they answered it right. The researcher then explained the generic structure of narrative text while referring to the "Three Little Pigs". For the task 3, the students had to find the verbs they found on the text along with the signal words. This task was aimed at the language features of narrative texts. Some groups listed about 13 verbs, other groups managed to get 11 and 12 verbs. Group four was mistaken an adjective word "scared" as a verb. The other groups had no problems with it. After they had done and everything was clear, they moved on to task 4 in which they have to change the verbs in the brackets into the past tense form. Since they still lack of vocabulary, the students may look at the dictionary to check the correct form. The researcher explained the past tense form after they have finished the task.

Moving on the next task, the researcher was about to give the task of jumbled paragraph, the class was over as the bell rang. So, she decided to let them work in groups at home to have it done. Unfortunately, the researcher could not manage to apply three-minute-review because of the limitation of the time. She ended the class and walked out.

2) Second Meeting

The second meeting was on Saturday, April 5th 2014. The class started at 07.05 AM as usual. The researcher greeted the students and led the prayers. She also checked the students' attendance list. There was one student that had been dropped out from the school so the class had 18 students in total. The researcher asked the students about the homework she gave last week. Unfortunately, there were two groups had not finished the task. She gave the groups 5 – 10 minutes to have it done since it is going to be discussed. The researcher refreshed their mind and checked whether they still remembered what they had learnt on the previous meeting. "what tenses used in the narrative text?" Some female students answered "past tense" She replied "Louder please! Speak up!" "present..eh..past tense Miss" then the researcher showed the formula that had been explained on the previous meeting. After that, they discussed the jumbled paragraphs of snow white. All of the groups made it right. There was group 2 who had mistaken the order. Overall, they had got the idea of the narrative text.

The researcher then discussed the jumbled paragraphs and the intrinsic elements of Snow White with the whole class by asking a representative group to share their answers. The four group had made it in the right sequence of the events. However there was a group that still had not got it right as they claimed they had not perfectly comprehend the text.

As the students claimed that they still had not much idea how to write a good sentence, the researcher provided some grammatical exercises. The researcher adapted the cooperative learning strategy, “Think-pair-share” to let the students learn together with their group friends in writing positive, negative, and interrogative sentences. The researcher monitored all the groups. Two female students in group one were able to write sentences in the right way. The male students often asked for clarification with the researcher rather than his group members. He still made mistakes like mixing up to be (was, were) and “did”. These mistakes also happened with other members coming from the other groups. They wrote some sentences like ***Did** he was innocent and pure?*, *They **was** believed him.* Another error coming from group four, they wrote *Dion **like** strawberry.* They forgot to check whether they had already used the correct form of the word “like” in past participle. Research always attempted to explain the right way to express it.

Moving on to the task 5, the students have to write a summary of the story of *Sangkuriang* they had read. They had to use their own words in groups. Each member of the group should write one sentence for each

turn until they had covered the entire story of *Sangkuriang*. After that, they did praise-question-polish, in which they should give feedback. Since most of them still found some difficulties on grammar, so they often asked the researcher. She kept monitoring each group and giving them feedback on their draft and explain to the entire group members to make them understand. After that, they revised and made the final draft. The number of male students who were previously busy with their gadgets was decreasing. As the researcher monitored them, they tended to be more focused on group work and learn together. The researcher tried to make the students not to forget the formula of past tense by reviewing what they had just learnt before ending the class.

3) Third Meeting

The third meeting was held on Monday, April 7 2014. The students were having flag ceremony, so the class was started around 08.00 AM. For the third meeting, the students were asked to write a short narrative story individually.

The students were provided a short fable story “A Greedy Dog” that had the orientation part. They were supposed to continue and develop their own stories individually.

They still could ask for feedback with their friends and the researcher. The cooperative learning strategies were still implemented during this step. They still found it hard to write individually. So the researcher let them share with their groups but they had to write it

individually. Their score would contribute to their groups' average score. So, one group should be responsible for the group members.

c. Reflections

After conducting the action in Cycle I, the researcher and the collaborator discussed the results to make the reflection on the teaching and learning process of writing using the collaborative writing technique. This discussion also fulfilled the democratic and dialogic validity of this research.

In the process of discussion, they analyzed the data from the result of the observation of the implemented action. The researcher also interviewed the collaborator and the students to look into the implementation of the action.

1) Applying Cooperative Learning Elements

The elements in cooperative learning supported the good environment during the teaching and learning. The students were more focused on the activities than before. They had changed their behavior as they paid more attention to the class especially for the male students after being separated in different groups. Having the students learning cooperatively was considered efficient. The teacher could easily monitor the students working in groups. The students who had understood could tell and remind those who had not fully got the idea.

P : *“Kekurangannya dan kelebihan apa saja pada Cycle I ini pak?”*
(What do you think of the implementation of Cycle I?)

G : *“Kalau dari prosesnya, tadi anak sudah bisa focus saat mereka mengerjakan latihannya dalam kelompok. Siswa cukup tertarik dengan ceritanya. Dilihat dari keseluruhan, mengelompokkan anak untuk belajar kooperatif cukup efisien. Kita sebagai guru juga lebih mudah mengarahkan dan membantu siswa. Selain itu, anak yang tadinya kurang memperhatikan di kelas yang sukanya mengelompok sendiri itu dipisah dimasukkan ke kelompok yang berbeda menunjukkan perubahan sikap juga.*

(During the process, the students seemed to be more focused doing the tasks in groups. Some of them liked the narrative texts. Overall, having students learning cooperatively in groups could be considered efficient. The teacher would be able to lead and guide the students. Furthermore, students who previously did not pay attention to the class were separated in different groups. They had gradually changed their behavior to be more focused in working with their group members.)

Interview transcript 10

2) Providing Narrative Reading Texts and Grammatical Exercises

The students had been through some drills on the comprehending narrative texts and grammatical rules in narrative. The teacher shared his thought that the students had gradually grasped both of the generic structure and language features in the narrative texts. They had no significant problem in comprehending the generic structure and already got the idea of using past tense in narrative. However, they did not fully memorize all of the verbs in past form.

P : *“Kemajuan apa yang telah dicapai di Cycle I ini menurut bapak?”*

(Do you think there have been some improvements in the cycle I?)

G : *“Dari sikap siswa itu sendiri ketika belajar sudah sedikit menunjukkan perubahan, kemudian dari kemampuan mereka sendiri, sudah cukup paham dengan generic structurenya dari narrative saya piker sudah tidak ada masalah. Kemudian untuk language featuresnya, mereka sudah cukup paham dengan penggunaan past tense, bentuk kata kerja beraturan dan tidak beraturan walaupun sering kali masih dengan bantuan kamus ya karena mereka belum banya hafal.”*

(Analyzing from their behavior and writing ability during the teaching and learning process, they had showed some changes. **They understood the generic structure in the narrative texts. It seemed they had no problem with it. They also had got the idea of the language features by using past tense, the correct past form.** Although they had not fully memorized all of the verbs since they often checked and looked up in the dictionary.)

Interview Transcript 10

During the implementation of cycle I, the students claimed that there were too many exercises that they had to deal with. They found it tiresome and hoped to have more fun activities. They were tired to read and write in every task. In the next cycle, the researcher would limit the number of task and give them movies instead of some texts.

P : “Kita kan sudah tiga pertemuan belajar narrative, pendapat kalian tentang kegiatan kita selama ini bagaimana?”
(What do you think of the activities in lesson?)
S3,S5: “Banyak banget tugasnya.”
(There were so many tasks.)
S4 : “Iya, coba kalau bisa jangan banyak banget Miss.”
(Yes, you should not have made many tasks.)

Interview transcript 9

3) Applying Cooperative Learning Strategies

The collaborator said that students still found difficulties in giving feedback while writing on their drafts. Some students did not give much feedback on their friends' writing. Because of their proficiency level of English was average among the group members. So, they often asked for clarification and the researcher and the collaborator often provided more feedback in terms of vocabulary, language use and mechanics.

Because of the limitation of the time, the researcher did not have much time to train students to write. It was quite time consuming to get the students to develop their ideas and engage more in the writing process. The researcher was trying to build the students' knowledge about narrative text so that she hoped they had better understanding on how to write narrative texts by providing narrative texts and exercise.

-
- P : *"Kekurangannya dan kelebihan apa saja pada cycle I ini pak?"*
(What do you think of the implementation of Cycle I?)
- G : *"Kalau dari prosesnya, tadi anak sudah bisa focus saat mereka mengerjakan latihannya dalam kelompok. Beberapa cukup tertarik dengan ceritanya. Dilihat dari keseluruhan, mengelompokkan anak untuk belajar kooperatif cukup efisien. Kita sebagai guru juga lebih mudah mengarahkan dan membantu siswa. Selain itu, anak yang tadinya kurang memperhatikan di kelas yang sukanya mengelompok sendiri itu dipisah dimasukkan kekelompok yang berbeda menunjukkan perubahan sikap juga. Walaupun rata-rata anak masih belum terlalu bisa untuk saling member feedback sendiri masih butuh arahan dan guidance dari guru. Untuk latihan writingnya masih agak kurang ya mbak, anak untuk dapat menulis itu memakan waktu yang banyak sekali kalau dikerjakan di dalam kelas. Dari hasil tulisan mereka, cukup lumayan untuk menuangkan idenya dengan supporting details terus grammarnya yang terpenting anak sudah paham kalau narrative itu menggunakan past tense."*

(During the process, the students seemed to be more focused doing the tasks in groups. Some of them liked the narrative texts. Overall, having students learning cooperatively in groups could be considered efficient. The teacher would be able to lead and guide the students. Furthermore, students who previously did not pay attention to the class were separated in different groups. They had gradually changed their behavior to be more focused in working with their group members. However, it seemed students still had problems in giving feedback as they still need the teacher's guidance. The students had not fully engaged in the writing process as it consumed much time to have it done in the class. Based on their writing performance, they already developed some ideas, supporting details. The good thing is that students had got the idea of using past tense in writing a narrative text.)

Interview transcript 10

In reference to the interviews with the collaborator and the students, generally the action in Cycle I could be considered successful enough in solving the students' problems of the writing aspect.

P : *"Kemajuan apa yang telah dicapai di cycle ini menurut bapak?"*
(Do you think there have been some improvements in the cycle I?)

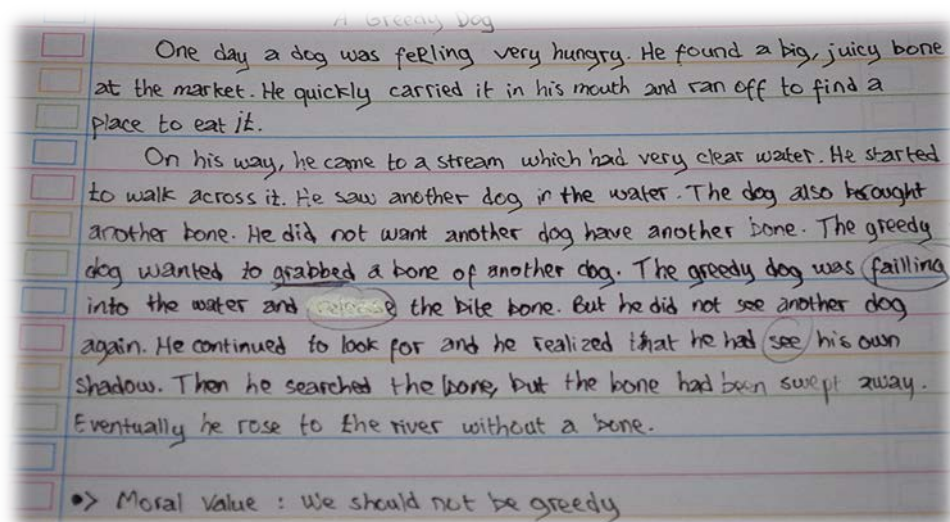
G : *"Dari sikap siswa itu sendiri ketika belajar sudah sedikit menunjukkan perubahan, kemudian dari kemampuan mereka sendiri, sudah cukup paham dengan generic structurenya dari narrative saya piker sudah tidak ada masalah. Kemudian untuk language featuresnya, mereka sudah cukup paham dengan penggunaan past tense, bentuk kata kerja beraturan dan tidak beraturan walaupun seringkali masih dengan bantuan kamus ya karena mereka belum banyak hafal."*

(Analyzing from their behavior and writing ability during the teaching and learning process, they had showed some changes. They understood the generic structure in the narrative texts. It seemed they had no problem with it. They also had got the idea of the language features by using past tense, the correct past form.

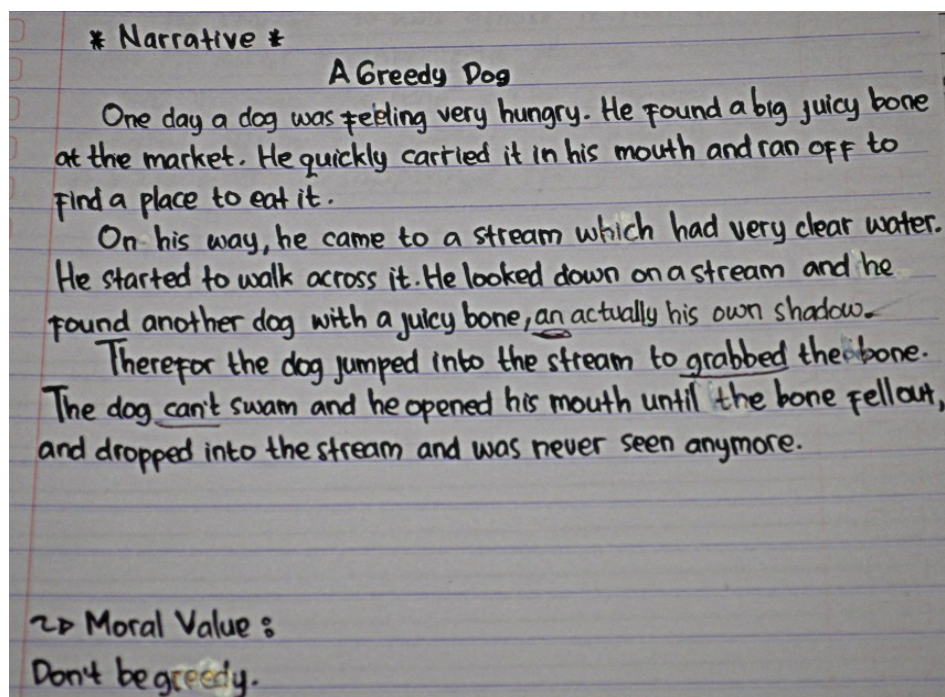
Although they had not fully memorized all of the verbs since they often checked and looked up in the dictionary.)

Interview Transcript 10

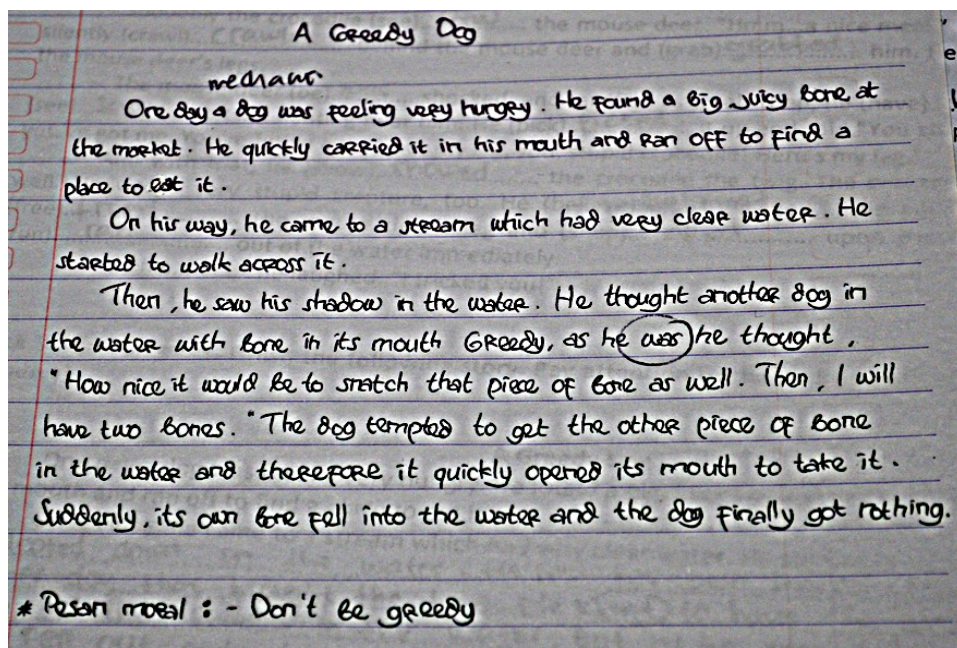
The other problems related to the students' writing ability were found in their individual writing in Cycle I. Although the result of their writing in the Cycle I was better than the pre-test, many of them still got some problems in the aspects of language use, mechanics, vocabulary, and content. In terms of language use, the students still had problems about the regular and irregular verbs for the past form. For example, "*He **want** to have the bone.*" "*The greedy dog wanted **to grabbed** a bone of another dog.*" The students had not mastered the grammar very well. Furthermore, the students still committed mistakes for the vocabulary. For example, "*The greedy dog was **failing***" the student meant to write *falling* instead of *failing*. In terms of spelling, the students still tended to write a particular letter in capital even if it was not in the beginning of the sentence. For instance, "*Then, he saw his shadow in the wate**R**.*" There were some students who often wrote letter "r" in capital form. The male students tend to rely on the female students and copy their work. They used to let the female students to think and plan how the story would be like and ended.



Picture 4.3: The result of a student's writing in the progress test



Picture 4.4: The result of a student's writing in the progress test



Picture 4.5: The result of a student's writing in the progress test

To support the data validity, the writing assessments were also carried out to measure the improvement of the students' writing skills. The researcher adopted some indicators of the writing performance including content, vocabulary, language use, organization, and mechanics. The following table presents the students' mean scores on each aspect of writing during the teaching and learning process or in the progress test.

Table 4.6: The students' Mean Score of Each Aspect in Cycle I

	C	V	O	LU	M	TS
Mean	22	15	15,8	18,6	3,5	74,05

C : Content
V : Vocabulary
O : Organization

LU : Language Use
M : Mechanics
TS : Total Score

The students' mean score in the content aspect of writing reach 22 out of 30. It was categorized as good to average. They had some knowledge of subject and adequate range but limited development of thesis. The content was mostly relevant to topic but still lacked some supporting details. The students in general had difficulties in generating and expressing their ideas in English as it took them long time. However, when they were working in groups, it became more efficient and practical. The students stated that they preferred working in groups.

-
- S5 : "*Waktu nulis bareng-bareng gitu bisa Miss.*"
(I think I am better when I am writing in groups.)
- P : "*Nulis sendiri masih banyak kesulitan?*"
(Do you still find difficulties when you write individually?)
- S5 : "*Kalau sendiri itu susah mikir.*"
(I find it hard as I am writing on my own since I hardly think of the ideas.)

Interview Transcript 9

In terms of vocabulary, the results of students' writing in general showed that they had adequate range of vocabulary as they scored 15 out of 20. Some of the students still made errors in word choice, usage but the meaning was not obscured.

In the organization aspect, students in average managed to accomplish 15.8 out of 20. This range of score was categorized as good to average as the writing results were loosely organized. The main ideas stood out but had limited support and logical and incomplete sequencing.

Students reached 18.6 out of 25 in the language use. It was categorized as good to average. Their writings had simple constructions but it was quite effective. They showed several errors of agreement tense, number, word order/function, articles, and pronouns.

The researcher and collaborator still found the students' writing mechanic was at the average meaning it was not good enough as they scored 3.5 for the mean score. Some of the students still made errors in spelling, punctuation, capitalization and poor handwriting. For the capitalization, the students still had unusual way to write a particular letter in capital letter. Although it was not in the beginning of the sentence, they wrote a particular letter in capital all the time.

d. Findings of Cycle I

After reflecting on the implemented actions and scoring the students' writing, the researcher and the collaborator concluded the findings of cycle I. There were some successful actions during the implementation in this cycle. In summary, the result of the changes of the students' writing ability after the action in Cycle I is presented in the following table.

Table 4.7: The Result of the Changes of the Students' Writing Ability in
Pre- Action and Cycle I

No.	Problems	Pre-Action	Cycle I
1	The Students' attitude	a. Most of the male students tended to play and chat with each other instead of working together and discussing the answers of the given tasks.	a. As they were put in different groups, they got affected by the other group members to get more focused on the lesson. b. During the lesson, it was quite conducive as the students were busy to do all of the tasks in groups while the researcher and the collaborator kept monitoring them.
2	Content of Writing	a. The students still had limited vocabulary and knowledge about the story they wrote so that they were reluctant to write. b. It made them unwilling to write on their own but copied others' work.	a. Although it still lacked of some supporting details, the result showed that that was better than the pre action's result. b. Some students often copied their friends' work, so the content of their writings were likely the same.
3	Language Use	a. The students committed mistakes when writing irregular verbs as the regular ones. b. Most of students used present tense in writing a narrative text.	a. The students showed fewer mistakes than before the action as they always consult to the dictionary. b. Some students still forgot to use the change the verb into past tense. However the number of the students committing this error was decreasing.
4	Organization	a. The ideas were not fluently developed	a. Somewhat choppy however the main

		<p>and loosely confusing and limited supporting details.</p> <p>b. It still lacked logical sequencing and development</p>	<p>ideas clearly stood out.</p> <p>b. Although the organization was logical yet incomplete sequencing.</p>
5	Vocabulary	<p>a. The students committed mistakes when writing irregular verbs as the regular ones.</p> <p>b. The students were not aware of the word class between adjectives and verbs.</p>	<p>a. The students always had the dictionary with them so that they always checked the correct form of it.</p> <p>b. There were still some students who often did mistakes in terms of word choice.</p>
6	Mechanics	<p>a. The students did some spelling mistakes for some words such as <i>lif</i>, <i>hep</i>, <i>leav</i>, <i>beautiful</i>, <i>vairy</i>, <i>quen</i>.</p> <p>b. The students did not put a full stop to indicate the end of the sentence / paragraph.</p> <p>c. The students wrote in capital letters for a particular alphabet and when it's not in the beginning of a sentence.</p> <p>d. The students did not write in the capital letter for the first letter at the beginning of the sentence and for some particular objects.</p>	<p>a. The number of spelling mistakes was decreasing.</p> <p>b. Some students had already got feedback about their spelling and had been aware of putting full stop at the end of the sentence.</p> <p>c. There were still some students who were not aware of writing capital letters appropriately.</p>

2. The Report of Cycle II

a. Planning

According to the reflection conducted in the first cycle, the researcher and the collaborator found that some problems still existed and needed to solve in the Cycle II. These problems were presented in this following table.

Table 4.8: The Existing Problems in Cycle I

No.	Problems	Descriptions
1.	Students' language use & vocabulary	d. Some students still forgot to use the change the verb into past tense. e. There were still some students who often did mistakes in terms of word choice.
2.	Students' mechanics	<ul style="list-style-type: none"> There were still some students who were not aware of writing capital letters appropriately.

In the planning of the implementation of Cycle II, the researcher and the collaborator planned to carry out the cycle in three meetings like they had done in the Cycle I. They planned to have the students more focused on the writing process and made an effort to improve the students' writing ability through cooperative learning. The researcher would also give some interesting activities like listening to music, watching movies as the students requested.

-
- P : “*Oh, gitunya. Jadi kalian mau tugas yang bagaimana?*”
- (So, what kind of tasks you would like to suggest?)
- S2 : “*dikurangi aja Miss, jangan terlalu banyak.*”
(I suggest you to limit the number of the tasks and make it less than before.)
- S1 : “*ajak nonton film di kelas, Miss. Butuh refreshing*”
(Watching movies in the class would be great for refreshing.)
- P : “*Ya, oke nonton film untuk pertemuan selanjutnya yah.*”
(Ok, I would consider it for the next meeting.)

Interview Transcript 8

The researcher and the collaborator planned to keep implementing the cooperative learning elements and strategies and providing grammatical exercises as well as music and videos as the students suggested. The descriptions of some improved actions are presented as follows.

1) Applying Cooperative Learning Elements

As the teacher revealed during the interview, having students learning cooperatively was considered more efficient. The students had already shown some positive changes during the teaching and learning process. So, the researcher planned to continue having students working in groups.

However, the groups would be not the same as the previous cycle. Students were asked to choose their own group members to make them feel more convenient. The researcher also did not force them to make a

group consisting male and female students. The researcher decided to use the group reward to enhance the students' performance as suggested by Slavin (1995).

2) Providing Music and Video and Grammatical Exercises

The students claimed that they had so many tasks to have done in the cycle I and liked to watch movies instead of texts. The researcher took this into consideration to plan the action in Cycle II. She planned to limit the number of tasks and show the students a movie that requested by the students, Frozen movie. Furthermore, she also would play and let the students listen to the Frozen original soundtrack in the very beginning of the lesson to stimulate students.

The researcher still needed to give the students some drills on writing. There would be a narrative text which had some errors in which the students should give it corrections. The errors covering all of the aspect of writing that they still lacked in.

3) Applying Cooperative Learning Strategies

Cooperative learning strategies mostly implemented during joint and independent construction of the text. The strategies implemented in cycle II were buzz group, write-around, praise-question-polish, and three-minute-review. The students would be set in groups and having discussions with their buzz group members to brainstorm the ideas on planning the draft. After that, they would write-around a sentence for each member when it was their turns. The students would get feedback on their

first draft during praise-question-polish. In the middle of the discussion, the teacher would implement three-minute-review to let the students ask clarifying questions or give the students a clear reminder of their mistakes. This was hoped to make the students more aware of their common mistakes.

b. Action and Observation in Cycle II

1) First Meeting

The first meeting of Cycle II was conducted on Saturday, April 19th 2014. The class started at 07.02 a.m. as the bell rang. The research came in the class along with the collaborator. She greeted the students and led the prayer. All the students were present and ready to start the lesson. They were quite noisy since they asked for movie on the previous meeting. The students were kind of tired of such reading tasks, so the researcher had prepared some music and movies for them. The researcher let the students listen to the original soundtrack of Frozen. They took out a piece of paper and wrote down how they felt at the moment. They listed about four or five adjectives. Some of them were familiar with the songs as they sang along with the songs. After that, some of the students shared their feelings while listening to the music. Some of them felt touched, relaxed, happy, sleepy, and beautiful. After that, they moved on the next tasks in which they had to watch the Frozen movie and identify the elements in the narrative such as who the characters are, the problem they had, and how

the story ended. They worked in the same group as the previous meeting as requested. They were enthusiastically watching the movie. The researcher kept monitoring every student while they watched the movie. The female students tended to write the important things in the movie. The male students seemed really into the movie as they tended to focus on watching. After the movie ended, they sat with their group members and discuss about the elements from the movie. Group two, three, and four had done identifying followed by group one and group five. All of the groups had done the task very well. They were able to mention the characters and identify the events they watched in the movie. Even the male students sometimes told jokes by singing the songs they heard in the movie, they also enjoyed and got the idea of the organization. Overall, the students had no significant problem in organization.

2) Second Meeting

During the second meeting was done on Saturday, April 26th 2014. As usual, the bell rang at 07.02 a.m. The researcher and the collaborator were ready to carry out the next activities. They came in to the class and were greeted by the students. The researcher led the prayer and checked the students' attendance list. There was none missing. On that day, the researcher moved on to the next task which dealt with the language features that had not done in the previous meeting. The students read a passage of narrative text. They had to revise a piece of writing that contains some errors such as verb, capital letter, spelling, punctuation, and

the like. In changing the correct verb form, they seemed to have no difficulties as they could consult and look for the words in the dictionary. The male students from group four once made sure that he was doing it right. “Miss, *be* have to be changed into V-2?” “Miss, is this right? *were*? *There were two twins?*”

Afterwards, the students sat with their buzz group to create their own version of the resolution of the Frozen movie. Group one, two, three, and five ended it happily while group four made it sad ending. When the students had done their first draft, the researcher asked them to exchange their draft with their group members and ask them to give feedback. She told the students to check the spelling, mechanics, the language use, vocabulary and the content. However the students still found it difficult when they had to give feedback on their friends writing especially for the language use and vocabulary. So the researcher helped them to give feedback and explained the common mistakes they used to commit. This is very useful for them, and raised their awareness of the common mistakes. When the time was about five minute left, the students were still busy revising their drafts. So, the researcher could not manage to review the lesson again.

3) Third Meeting

The researcher carried out the third meeting on Monday, April 26th 2014. She came along with the collaborator around 06.50 a.m. then waited till the bell rang at 08.00 a.m. then came in the class. The researcher

greeted the students and led the prayer. Before having the students working on the independent construction, the researcher reviewed what they have learnt about narrative text. She also showed the common errors or mistakes of the students in writing. So, she told the students that they would better aware of the mistakes. Afterwards, the researcher asked them to think of a short narrative story. They may have the same story they wrote before. Each student's score would affect the average of their groups' score. At the end of the lesson, the group that had the best score would get a reward. If they showed a significant improvement, the researcher would consider making it in only two cycles. The researcher did interview with the students and the collaborator after they had done writing their draft.

c. Reflection

After implementing Cycle II, the researcher and the collaborator evaluated the process of the implementation of cooperative learning through some discussion. These reflections were used to fulfill the democratic and dialogic validity mentioned in the previous chapter.

1) Providing Music and Video and Grammatical Exercises

The students had expressed their thought about the activities carried out during the teaching and learning process. In the previous cycle, they revealed that there were too many tasks and wanted to watch some movies instead of reading the narrative texts. Then the researcher had

limited the number of the tasks. She attempted to provide music and video for students. She let the student to listen to the original soundtrack of Frozen and ask them to write what they felt when listening to it. After that, the movie was played and students were asked to identify the generic structure. Besides, grammatical exercises were also provided in form of narrative text which contained errors.

The following interview transcripts described the perspective of the implemented actions during cycle II.

-
- P : “*Menurut kalian kegiatan di kelas tadi bagaimana?*”
(What do you think of the activities?)”
- S1 : “*Menyenangkan dan bermanfaat.*”
(It was fun and worthwhile.)
- P : “*Apakah membosankan?*”
(Was it boring?)
- S1,S2 : “*Tidak, juga bisa untuk refreshing ketika menonton film.*”
(No, it’s entertaining as we watched the movies.)

Interview Transcript 11

2) Applying Cooperative Learning Elements and Strategies

The collaborator was also interviewed to investigate the action whether it could improve the students’ writing ability or not. Besides, some students were interview to investigate the impact of the implementation of the action. The result of the discussions, interviews with the collaborator and the students showed that cooperative learning was successful to gradually improve the students’ writing ability. The

following is the result of the interview with the collaborator regarding the implementation of the action.

-
- P : “Menurut bapak bagaimana mengenai metode cooperative learning setelah diimplementasikan pada cycle II ini?”*
(What do you think of the cooperative learning after the implementation of Cycle II?)
- G : “Bagus sekali, karena peningkatannya sudah bisa terlihat kalau dibandingkan dulu ketika pre-test yang masih kurang sekali. Bisa dilihat dari process dan hasil dari writing anak-anak. Anak-anak ini lebih suka belajar kelompok dan anak yang tadinya kurang memperhatikan ketika dimasukkan dalam kelompok yang terdapat anak yang rajin akan terbawa untuk lebih fokus belajar.”*
(It's great, because there had a significant improvement on their writing result as compared to the pre-test that still had many mistakes. It could be seen both in the process of writing and the result of their writing. Students basically like to work in groups. Students who paid less attention became more focused on the lesson after they were separated in different groups.)

Interview transcript 15

Meanwhile, here is the result of the interview with some of the students. They had clear idea of using past tense in narrative, although they had not fully mastered all of the irregular verbs. They could take the benefit after the activities carried out in the class.

-
- P : “Dari pembelajaran tadi, apakah kamu masih menemukan kesulitan dalam belajar bahasa inggris dan letak kesulitannya dimana ?”*
(from the lesson today, do you still find many difficulties in writing?)
- S1 : “Tulisannya sudah tahu tensesnya menggunakan past tense, tapi saya masih bingung jika kata yang ditambah ‘ed’ dan kalimat yang beraturan dan tidak beraturan, jika tidak hafal maka susah untuk menentukannya, dan juga*

Kesulitannya saat menyusun kalimat.”

(I learned the correct tense in narrative which is past tense, although I sometimes still could not remember whether it belongs to regular or irregular verbs. It is hard to get the correct one and write sentences without memorizing the correct form especially for the irregular ones.)

P : *“Setelahsayamenjelaskankemarin ,adasedikitterbantu?”*

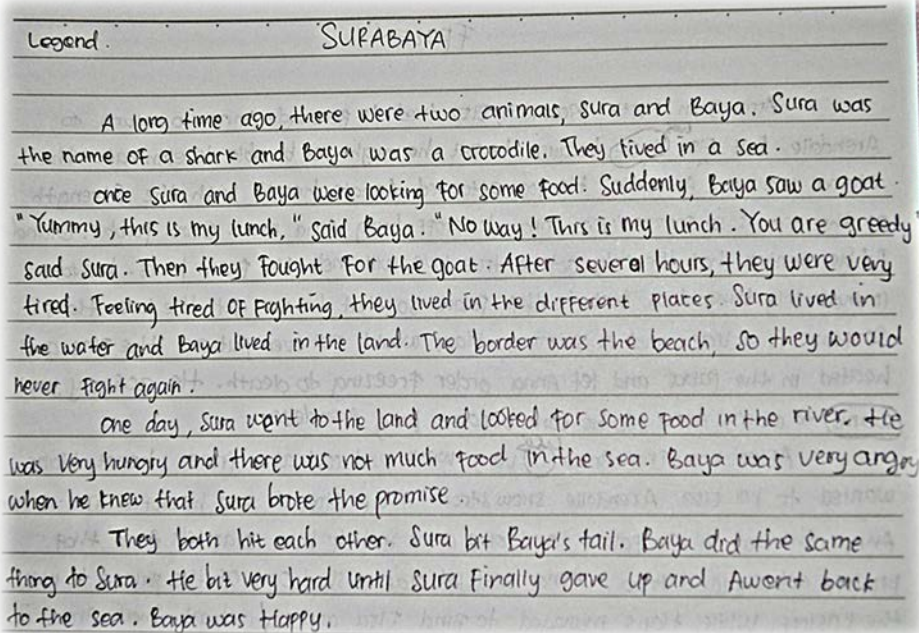
(After the activities carried out in the class, does it help you?)

S2 : *“Iya, kamimerasasangatterbantu.”*

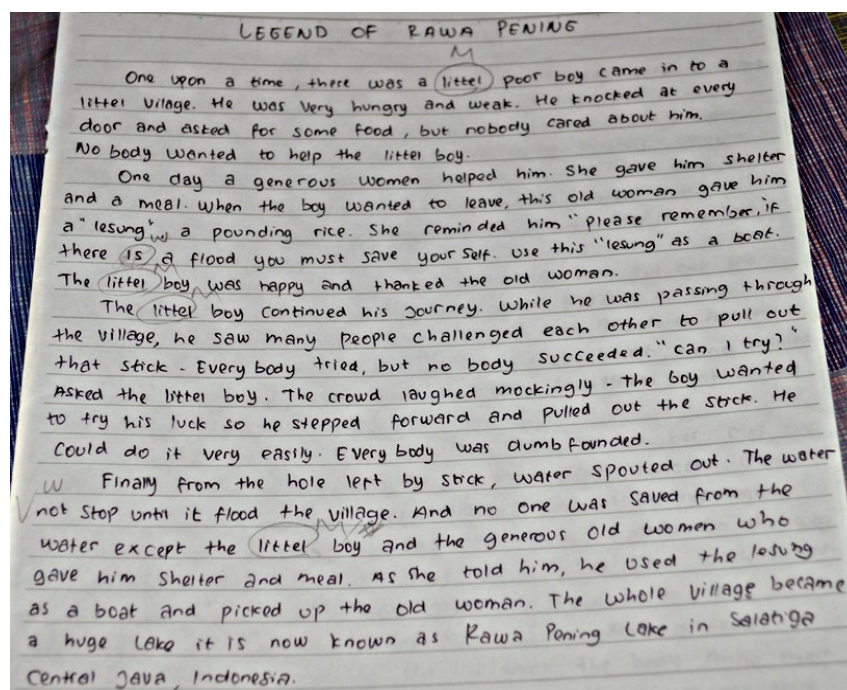
(Yes, it helps aalot.)

Interview transcript 11

The results of their writing in the post-test showed that they had better performance as compared to their writing in the pre-test. They developed their ideas well by providing enough supporting details and made good sentences although they still committed some errors in particular aspects especially mechanics. In the language use aspect, they already could use the appropriate tenses. The students already wrote the narrative text in past tense. They were aware of the language features of narrative text after they had been through some drills.



Picture 4.6: The result of a student's writing in the post-test



Picture 4.7: The result of a student's writing in the post-test

Based on the interview with the collaborator and the students, the observation and the students writing in Cycle II, the researcher and the

collaborator did the discussion. Due to the implementation in Cycle II which was considered successful and the objective of the research had been achieved, the researcher and the collaborator agreed to end this research in Cycle II. The following is the interview transcript reflecting the agreement between the researcher and the English teacher as the collaborator.

-
- P : *“Jadi penelitian ini sudah cukup pak?”*
 (So, do we need to plan another action to solve the problems?)
- G : *“Iya sudah bisa terlihat peningkatan yang berarti saya rasa sudah cukup. Mungkin bisa dilanjutkan untuk post testnya. Karena ini jadwalnya banyak libur dan terbatas sekali.”*
 (I think there had been some improvement as they performed better in their result of writing so it could be considered enough. Let’s move on to the post-test as the time was very limited.)
- P : *“Iya baik, pak kalau begitu. Terima kasih banyak atas bantuannya.”*
 (Allright, Sir. Thank you so much for your help.)

Interview transcript 15

d. Findings of Cycle II

In cycle II, the researcher and the English teacher implemented some improved actions. They hope that the teaching and learning process of writing would be more enjoyable and not make students under pressure. In summary, the change results of the actions during the teaching and learning process in cycle I and cycle II can be seen as follows.

Table 4.9: The Result of the Changes of the Students during Teaching

Writing and Learning Process in Cycle I and Cycle II

No.	Problems	Cycle I	Cycle II
1	The Students' attitude	a. As they were put in different groups, they got affected by the other group members to get more focused on the lesson. b. During the lesson, it was quite conducive as the students were busy to do all of the tasks in groups while the researcher and the collaborator kept monitoring them.	a. The students showed positive attitude during the teaching writing and learning process while the researcher and collaborator kept monitoring and guiding the students. b. They felt relaxed and had fun during the class while watching and listening the music.
2	Content of Writing	a. Although it still lacked of some supporting details, the result showed that that was better than the pre action's result. b. Some students often copied their friends' work, so the content of their writings were likely the same.	a. The students developed their ideas well after the researcher showed an unfinished movie and brainstorm in their buzz groups. b. The students show their changes in terms of their behavior of not copying other's writing. c. The students individually could provide more supporting details in writing a narrative text.
3	Vocabulary	a. The students always had the dictionary with them so that they always checked	a. The students had better vocabulary mastery as they had memorized

		<p>the correct form of V-2.</p> <p>b. There were still some students who often did mistakes in terms of word choice.</p>	<p>some words after getting exposure of narrative through reading story and watching movies.</p> <p>b. The students seldom did mistakes in terms of word choice and the correct form of the word.</p>
4	Organization	<p>a. Somewhat choppy however the main ideas clearly stood out.</p> <p>b. Although the organization was logical yet incomplete sequencing.</p>	<p>a. The students had logical sequencing and quite cohesive.</p> <p>b. The main ideas clearly stood out.</p>
5	Language Use	<p>a. The students showed fewer mistakes than before the action as they always consulted to the dictionary.</p> <p>b. Some students still forgot to use the correct form of past tenses.</p>	<p>a. The students were aware of using the correct past tense form in writing a narrative text.</p>
6	Mechanics	<p>a. The number of spelling mistakes was decreasing.</p> <p>b. Some students had already got feedback about their spelling and had been aware of putting full stop at the end of the sentence.</p> <p>c. There were still some students who were not aware of writing capital letters appropriately.</p>	<p>a. The students paid more attention on the correct spelling, using full stop at the end of the sentence as they rarely did such mistakes.</p> <p>b. There was only one student who still wrote a particular letter in capital.</p>

The result of the post test also supported the success of the use of cooperative learning on improving the students' writing ability. The writing assessment were carried out to measure the improvements of students' writing skills and to support the data validity and reliability. The researcher created some indicators of the writing performance including content, organization, vocabulary, language use, and mechanics. The following table presents the students' mean scores on each aspect of writing after the teaching and learning process in cycle II.

Table 4.10: The students' Mean Score of Each Aspect in Post-Test

	C	V	O	LU	M	TS
Mean	24.4	16.6	17.1	19.2	3.7	81.2

C : Content

LU : Language Use

V : Vocabulary

M : Mechanics

O : Organization

TS : Total Score

For the post-test, the results of students' writing scored 81.2 in average. This result showed that the students were in the better level than the previous tests as they scored 74.05. The students' mean score of each writing aspect also showed significant improvement as compared to before action.

In terms of content, the students managed to reach 24.4 out of 30. This was considered as good to average. They had adequate knowledge and supporting details although some of them still lacked of some details. However the development of thesis was quite sufficient.

The students had better organization as they scored 17.1 categorized as very good. The ideas were clearly stated and cohesive. The main ideas were also stood out and logical. They could provide logical sequencing and quite well organized as compared to the pre-test and progress test.

In the aspect of language use, the students had enough knowledge about the grammar used in writing narrative text. They managed to earn 19.2 out of 25. This was categorized as good to average. Their writing had effective and simple construction and showed minor problems in complex constructions. All of them wrote in the right form of tenses although they sometimes made several errors, it was less than before.

The students scored 3.7 for the mechanics aspect. They actually could perform better than this. However, there were still a few numbers of students who easily forgot to write the proper capitalization. It was like their habit to write a particular letter in capital letter. In terms of spelling, they showed fewer errors as well as the punctuation and paragraphing.

e. Discussions

The research aimed at describing how cooperative learning strategies could improve the writing ability of Class XI IPS 1 students of SMAN 1 Seyegan. Referring to the research's objective, the findings showed that the implementation of cooperative learning improved the students' writing ability in the aspects of content, vocabulary, language

use and mechanics. It was true that students' performance in writing had gradually improved through the implementation of cooperative learning. It is supported by Kagan and High (2002) that students performed better in writing when cooperative learning was incorporated in the classroom.

Cooperative learning requires positive goal interdependence that a group would sink or swim together. Roger & David (1988) describes the cooperative learning situation in which students work in a small group to help each other to learn before they are engaged in a individual test. This score of the test later would contribute to their groups' total score.

As the researcher conducted the actions, some students had changed their behavior as they had been affected by the group. During the implementation of Write-Around in the first cycle, the male students who previously paid less attention to the class had been separated in different groups and work with female students who had been focused on the lesson. They gradually had better understanding and could fully participate during the lesson. Every student wrote their own sentence when it was their turn to write. If they were not easily distracted by their friends and gadgets, actually they could easily understand the lesson. However, they sometimes could easily forgot what they had learnt so the teacher and their friends always reminded over and over.

The students learned how to work cooperatively with others and compete for fun and work autonomously on their own. During the cycle I, this situation was hardly accomplished as the teacher still needed to lead

the students to build their knowledge about writing a narrative text. The students still needed the teacher's guidance to write a good sentence before engaging in writing a very short narrative text. The students were provided with many tasks and narrative texts. However, in terms of the writing aspects students had shown fewer mistakes than they did during pre-test. Each of the group members was supposed to remind and provide feedback to others during the implementation of Praise-Question-Polish. During Three-Minute-Review helped students to ask and review what had been written or learned. They asked for some clarifications on their understanding. Unfortunately, in the cycle I, the researcher did not manage to implement the strategy because of the limitation of the time.

During the Cycle II, there could be seen some of their improvement after they got some drills in the previous meeting. The researcher created Buzz Groups to let the students brainstorm ideas to develop their own writing. During Write-Around, students were engaged more in the writing process in which they could practice to write in groups before they were asked to write individually. Meanwhile when Praise-Question-Polish was implemented, they had an opportunity to provide feedback on their groups' writing. This was effective to tell the students' common mistakes in groups rather than individually. After that they could revise their draft to get the better result. During the three-minute-review, the students were given an opportunity to review, ask clarifying questions and tell their friends who faced difficulties so that they could get better score would

affect their total group score. In the end of the lesson, the groups who performed better would be given a reward.

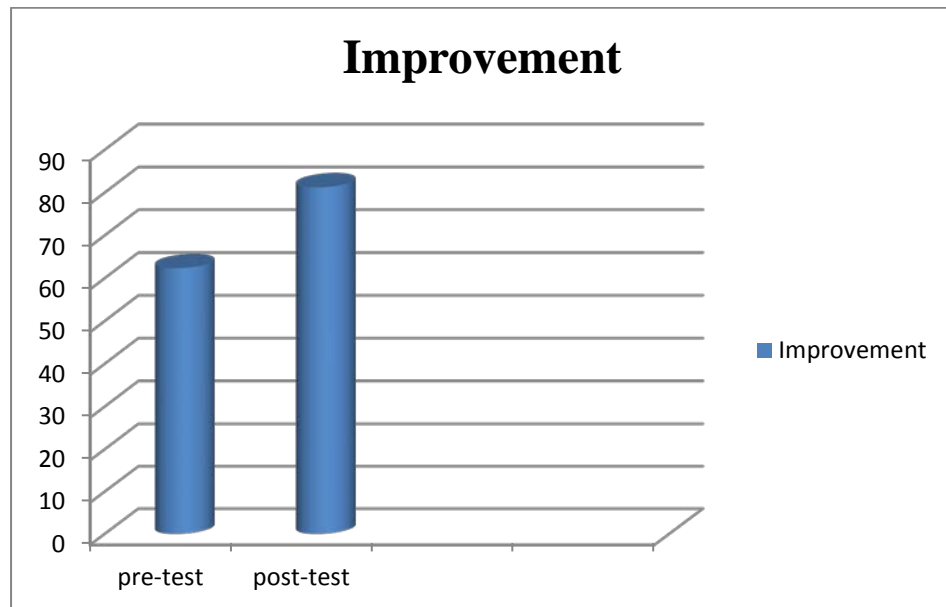
The success of the implementation of cooperative learning could be seen from the mean scores of the students' score form the pretest to the posttest. The students' scores had increased after the implementation of cooperative learning. The table below shows the comparison between the pre-test and post-test in general.

Table 4.11: The Comparison between the Pre-Test and Post-Test Results

Score	Pre-Test	Post-Test
Mean	62.3	81.2

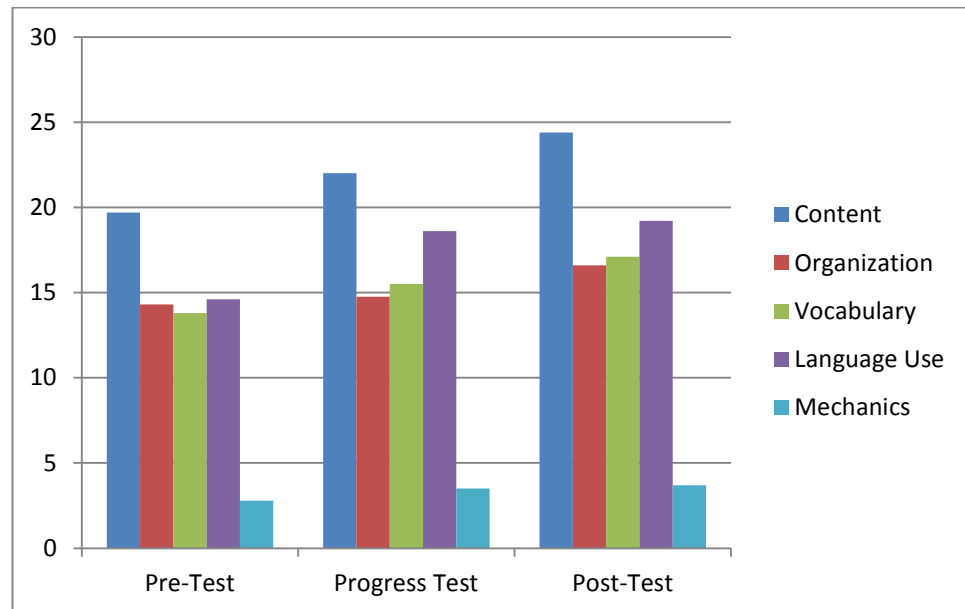
The table above shows the changes on the students' score which had significantly increased. The students who just gained 62.3 in the pre-test, managed to increase their score up to 81.2 in the post-test. It indicates that they were successful in making considerable improvement. In conclusion, cooperative learning was proven to be effective to improve the students' writing ability. The change between the results of pre-test and post-test is presented in this following figure.

Figure 4.1 : The Comparison between the Results of Pre-Test and Post-Test



Meanwhile, the results of the students' writing performance during the implementation are also presented to support the finding that cooperative learning could improve the students' writing ability. The improvement of students' writing ability performance during the implementation of the actions is presented in this following figure.

Figure 4.2: The Mean Scores of the Students' Performance on the Five Aspects of Writing Skills during the implementation



CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter discusses about the conclusions of the research, implications and suggestions for the English teacher, the institutions of education, and the students, also to the other researchers. The discussions of each section are presented below.

A. Conclusions

This research was carried out to improve the writing ability of XI IPS 1 students at SMAN 1 Seyegan started in March 2014, during the second semester of the academic year of 2013/2014. This program was successful to improve the students' writing ability through cooperative learning. The research was implemented in two cycles which were considered effective in improving students' writing ability in terms of content, organization, vocabulary, language use, and mechanics. The actions were implemented through cooperative learning strategies such as write-around, praise-question-polish, buzz-group, and three minute review.

The researcher carried out the program in two cycles and found it effective to improve the writing ability of XI IPS 1 students at SMAN 1 Seyegan through cooperative learning. First, cooperative learning help students to learn each other before they are engaged in an individual test. Having students working in groups with mixed abilities would affect and help the students to get the ideas and better understandings especially for students

who are categorized as low proficiency level. Second, the strategies in cooperative learning could enhance students' writing ability. The researcher attempted to train students to write in groups by implementing write-around. Group members could practice before they were asked to write a narrative text individually. Third, Praise-Question-Polish and three-minute-review were essential to provide students feedback. The students became aware of their mistakes after being reminded over and over by their friends or the teacher. This was also efficient for the teacher to monitor and guide the students as compared to monitor them individually.

B. Implications

The conclusions have described cooperative learning is effective to improve students' writing ability. The implications of the research are presented as follows.

1. Cooperative learning allowed the students to learn with their group members rather than individually. As the students preferred to work in groups, it was more efficient for the teacher to guide and monitor them.
2. Write-Around gave students opportunity to practice writing in groups. It lessened students' anxiety and made confident enough to write sentence by sentence.

3. Praise-Question-Polish made students become aware of their own mistakes and errors. After that, they could revise their draft based on the feedback and make less mistakes.
4. Three-Minute-Review gave students opportunity to ask clarifying questions to the teachers and tell their friends' common mistakes in groups.
5. Buzz Groups was created for students to brainstorm broader ideas on the given topic. This was more efficient rather than having students work alone which was quite time-consuming.

C. Suggestions

Some suggestions are given to the participants who are closely related to this research. The suggestions are made based on the conclusions and implications of this research. They are presented as follows:

1. For the English teacher

The English teacher should let the students to practice writing by carrying out various activities or strategies in learning. It is also important to take the students' needs and interest into consideration.

2. For the School Institution

The institution would be better to take some efforts to provide students with some learning media. Cooperative learning supports various media for

the strategies. During conducting the research, the researcher had to look for other sources outside the institution as the school had not provided enough learning media for example novels and movies in English. To get students more exposures in writing, they were supposedly provided with various English written books, newspaper, bulletin, etc.

3. For Other Researchers

This research was conducted in the second semester that had very limited time. So the results of the students' writing might not perfectly reach the maximum score. Other researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get the maximum results especially during the first semester.

REFERENCES

- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd edition. NY : Pearson Education.
- _____. 2004. *Language Assessment: Principles and classroom practices*. NY : Pearson Education.
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teacher*. UK: Cambridge University Press.
- Departemen Pendidikan Nasional. 2006. *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Badan Standar Nasional Pendidikan.
- Goodsell, A., Maher, M., Tinto, V. 1992. *Collaborative Learning: A Sourcebook for Higher Education*. Pennsylvania State University.
- Grabe W. & Kaplan, R.B. 1996. *Theory and Practice of Writing*. London and New York: Longman.
- Harmer, J. 2007. *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Hillocks, G. Jr. 1986. *Research on Written Composition*: (Urbanam IL: National Conference on Research in English and ERIC Clearinghouse on Reading and Communication Skills), Chapter 1.
- Johnson, R.T. & Johnson, D.W. 1988. Cooperative Learning: Two heads learn better than one. *In Context: A Quarterly of Humane Sustainable Culture*.
- _____. 1989. Cooperative learning and social interdependence theory. *Social Psychology Applications to Social Issues*. Retrieved December, 30 2013 from <http://www.co-operation.org/home/introduction-to-cooperative-learning/>
- Kamehameha schools. 2007. *The Writing Process: An Overview of Research on Teaching Writing as a Process*. Hawai'i: Kamehameha School Press.
- Mandal, R. 2008. Cooperative Learning Strategies to Enhance Writing Skill. Retrieved December 26, 2013 from <http://www.mjal.org/Journal/Coop.pdf>
- Mariam Mohamed Nor and Napisah Kepol. 2005. The use of cooperative tasks in ESL composition by form one ESL writing students. *Teaching and Learning of English in a Second Language*. Tanjung Malim: Universiti Pendidikan Sultan Idris.
- Miles, MB. & Huberman, AM. 1994. *Quantitative Data Analysis* (2nd edition). Thousand Oaks, CA: Sage Publications.

- Nation. 2009. *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Slavin, R. E. 1995. *Co-operative Learning: Theory, Research, and Practice*. (2nd edition), Boston: Allyn and Bacon.
- Spratt, M., et al., 2005. *Teaching Knowledge Test*. UK: Cambridge University Press.
- Syafini & Rizan, T. N. 2010. The Effects of Cooperative Learning in Enhancing Writing Performance. December, 29 2013 from <http://www.ukm.my/solls09/Proceeding/PDF/Shafini.pdf>
- Weigle, S.C. 2002. *Assessing Writing*. Cambridge: Cambridge University Press.

FIELD NOTES

No. : FN. 01
Hari, Tanggal : Selasa, 17 Desember 2013
Jam : 07.46 – 08.00
Tempat : Depan ruang guru
Kegiatan : Permohonan ijin penelitian
Responden : P = Peneliti
G = Guru Bahasa Inggris

P datang ke sekolah pada pukul 07.45. P lalu bertanya kepada salah satu guru piket yang ada di hall. Beliau langsung mempersilahkan P untuk masuk ke ruang guru. P berjanji bertemu dengan G sebelum jam beliau rapat jam 08.00. P mengutarakan maksud kedatangan untuk memohon ijin melakukan penelitian guna memenuhi tugas akhir. G menyambut baik niat P dan mengizinkan untuk melakukan penelitian di kelas yang diampunya khususnya XI IPS 1 serta bersedia menjadi kolaborator. G berbagi permasalahan yang dialami siswa dalam kegiatan belajar mengajar bahasa inggris. G menganjurkan P untuk mengurus surat perijinan untuk perijinan secara formal kepada kepala sekolah.

No. : FN. 02
Hari, Tanggal : Kamis, 13 Februari 2014
Jam : 09.00 - 09.37
Tempat : Ruang Kepala Sekolah, Ruang Tata Usaha
Kegiatan : Permohonan ijin penelitian
Responden : P = Peneliti
KS = Kepala Sekolah
PTU = Petugas Tata Usaha

P datang ke SMAN 1 Seyegan pada pukul 09.00 dan menemui guru piket yang sedang bertugas. P mengutarakan maksud kedatangan untuk bertemu kepala sekolah guna memohon ijin penelitian secara formal. P dipersilahkan masuk ke ruang kepala sekolah. P langsung menuju ruang kepala sekolah dan bertemu dengan KS. P mengutarakan maksud dan tujuan kedatangan ke sekolah. Sebelumnya P telah menyelesaikan KKN PPL di SMAN N 1 Seyegan. P menyerahkan surat permohonan ijin penelitian resmi dari BAPPEDA dan KS menyambut baik kedatangan P. KS menindaklanjuti surat masuk ke PTU. PTU memberikan kewenangan kepada P dan guru bahasa inggris yang bersangkutan, Pak Sunarya untuk melakukan penelitian di kelas XI IPS 1.

No. : FN. 03
Hari, Tanggal : Senin, 24 Februari 2014
Jam : 07.47 – 09.15
Tempat : Kelas XI IPS 1
Kegiatan : Observasi
Responden : P = Peneliti

G = Guru Bahasa Inggris

P sudah membuat janji bertemu G untuk melakukan observasi di kelas XI IPS 1 pada jam pelajaran pertama. Jam pelajaran pertama dimulai pada pukul 08.00 karena guru-guru dan staff melakukan briefing bersama kepala sekolah sebelum pelajaran dimulai. P tiba di sekolah pada pukul 07.45 dan menunggu G di hall sekolah. Setelah bel pertanda masuk kelas berbunyi, P dan G melakukan memasuki kelas untuk melakukan observasi guna mengetahui proses pembelajaran Bahasa Inggris dengan rincian sebagai berikut:

1. G memperkenalkan P di depan siswa-siswi XI IPS 1 dan mempersilahkan duduk di kursi kosong di belakang siswa agar bisa memperhatikan proses belajar mengajar dengan baik.
2. G mengawali kelas dengan berdoa bersama kemudian mengecek kehadiran siswa yang pada hari itu hadir semua. XI IPS 1 terdiri dari 19 murid, 10 siswa putri dan 9 siswa perempuan.
3. G mengajak siswa untuk mengingat kembali pelajaran sebelumnya tentang teks narrative. G menggunakan Bahasa Inggris dan diselingi Bahasa Indonesia dan Bahasa Jawa selama proses belajar mengajar.
4. Sebagian besar siswa terlihat pasif, hanya beberapa dari mereka yang menjawab pertanyaan yang diutarakan G ketika ditanya mengenai generic structure dan language features dari teks narrative.
5. G berusaha menstimulasi siswa untuk dapat mengingat kembali pelajaran yang mereka telah pelajari sebelumnya.
6. G membagikan handout yang berisi 3 teks yang harus dikerjakan pada setiap siswa.
7. G mengarahkan siswa untuk melihat dan mengerjakan task 1 yang berisi satu teks narative pendek dan 6 butir soal esai mengenai reading comprehension.
8. G mengajak siswa untuk membaca teks terlebih dahulu untuk menjawab pertanyaan dan mendiskusikan jawaban yang benar bersama-sama.
9. Siswa mendapati beberapa kata-kata sulit dan G mengarahkan siswa untuk mengartikan isi dari teks tersebut secara bersama-sama.
10. G mengartikan makna yang terkandung dalam teks dalam Bahasa Jawa dan menulisnya di papan tulis dengan menggunakan tulisan yang menyerupai aksara Jawa. Hal ini membuat semua murid tertawa dan senang ketika G menerangkan makna yang terdapat dalam teks narrative tersebut.
11. Siswa diberi waktu 10 menit untuk menjawab 6 butir soal mengenai teks tersebut.
12. Siswa berdiskusi untuk menjawab task 1 dengan teman sebangkunya.
13. G memonitor setiap siswa dsengan menghampiri meja siswa satu per satu.
14. Selama mengerjakan soal, sebagian besar murid putri terlihat fokus dan berdiskusi dengan teman sebangkunya sedangkan putra terlihat kurang bersemangat mendiskusikan soal yang diberikan. Mereka akan terlihat serius mengerjakan hanya ketika G menghampiri mereka.

15. Setelah waktu yang diberikan habis, G mengajak siswa untuk membahas jawaban yang benar secara bersama-sama dalam satu kelas. G memanggil nama siswa untuk berbagi dan mendiskusikan jawabannya.
16. Setelah selesai task 1, siswa melanjutkan mengerjakan task berikutnya yaitu mengisi bagian yang rumpang pada teks narrative yang telah disediakan dengan bentuk kata kerja yang sesuai.
17. Beberapa siswa masih belum mengetahui tense yang tepat digunakan dalam teks narrative. Siswa tidak membawa kamus, sebagian besar dari siswa mengalami kesulitan dalam mengubah kata kerja ke dalam bentuk past tense terutama untuk kata kerja tak beraturan.
18. Setelah waktu untuk mengerjakan habis, G mengajak murid untuk mbahasnya bersama-sama. G menerangkan past tense dan mengajak siswa untuk mengingat kembali tentang kata kerja beraturan dan tidak beraturan. Masih banyak siswa yang mengalami kesalahan dalam mengubah kata kerja dalam bentuk past tense.
19. Pada task 3, G meminta siswa untuk melanjutkan cerita dari teks yang sudah disediakan berdasarkan ide gagasannya masing-masing. Siswa masih terlihat kebingungan dan enggan untuk menulis terutama siswa putra. Mereka cenderung untuk mengaktifkan gadgets dan bergurau dengan teman sebangkunya.
20. G terus memonitor dan mengarahkan siswa untuk menuangkan idenya kedalam lanjutan cerita yang mereka sedang karang. Sebelumnya, G membahas bagian orientasi yang terdapat pada cerita tersebut untuk menstimulus siswa mengembangkan idenya.
21. Karena waktu tidak memungkinkan untuk siswa menyelesaikan cerita tersebut, G menganjurkan untuk siswa meneruskan pekerjaannya di rumah dan mengumpulkan pekerjaannya pada pertemuan berikutnya.

No. : FN. 04
Hari, Tanggal : Sabtu, 15 Maret 2014
Jam : 07.00 – 08.30
Tempat : Kelas XI IPS 1
Kegiatan : Pre-test
Responden : P = Peneliti
 S = Siswa

P tiba di sekolah pada pukul 06.50 AM dan menunggu bel berbunyi tepat pada jam 07.02 AM. Saat memasuki kelas, beberapa siswa masih belum datang. P memulai kelas dengan menyapa siswa dan memimpin do'a. Kemudian, peneliti menjelaskan tujuan peneliti datang dan menggantikan guru bahasa inggris Pak Sunarya sementara guna kepentingan penelitian. Peneliti meminta siswa untuk mengingat pelajaran yang telah mereka dapat dari pertemuan sebelumnya dengan pak Sunarya mengenai narrative text. Sebagian besar siswa terlihat pasif, beberapa siswa menjawab setelah peneliti menunjuk beberapa orang siswa untuk menjawab. Kemudian, peneliti meminta siswa untuk menyiapkan selembar kertas dan alat tulis untuk menulis sebuah cerita naratif yang mereka tahu. Siswa sempat

enggan ketika diminta untuk menulis dalam bahasa Inggris karena keterbatasan mereka dan ketidakpercayaan diri mereka. Peneliti meyakinkan siswa kalau test ini tidak akan mempengaruhi nilai mereka nanti, test ini hanya untuk semata-mata mengukur kemampuan awal mereka. Siswa mengeluh karena mereka tidak bisa menulis dan membuat kalimat dalam bahasa Inggris. Pre-test ini menghabiskan dua jam pelajaran, 2 x 40 minutes.

No. : FN. 05
Hari, Tanggal : Saturday, 29 Maret 2014
Jam : 07.00 – 08.30
Tempat : ruang kelas XI IPS 1
Kegiatan : Pelaksanaan cycle 1, meeting 1
Responden : P = Peneliti
 S = Siswa

P tiba di sekolah pada pukul 06.45 dan menyapa para guru dan karyawan sekolah sambil menunggu bell masuk berbunyi. P bertemu dengan G dan menyiapkan lesson plan dan bahan ajar yang telah disetujui sebelumnya. Pada pertemuan ini P akan lebih fokus pada reading skills terlebih dahulu yaitu pada tahap Building Knowledge of the Field (BKOF) dan Modelling of the Text (MOT) sebelum memasuki proses writing. Siswa akan dibagi dalam lima kelompok terdiri dari putra dan putri secara acak. Tepat pada jam 07.05 bel jam pelajaran pertama berbunyi dan P bersama G memasuki ruang kelas XI IPS 1.

1. Setelah semua siswa berada di dalam kelas, peneliti memulai pelajaran dengan berdoa bersama.
2. Kemudian P menyapa dan menanyakan kabar para siswa serta mengecek daftar hadir siswa. Semua siswa hadir dan siap mengikuti pelajaran bahasa Inggris. Ada dua orang siswa yang belum tiba di kelas yaitu Sigit dan Dismas.
3. P menjelaskan apa yang akan mereka pelajari hari ini yaitu tentang teks narrative. P mengingatkan Ss tentang apa yang mereka ketahui tentang cerita-cerita di Indonesia. “Do you remember what you learnt from your teacher last week about narrative text?” “Can you give me the example of narrative text?” “What stories you read on the previous meeting?” Ss awalnya masih enggan menyebutkan judul-judul cerita yang mereka ketahui baik yang cerita yang berasal dari Indonesia dan juga luar negeri setelah P memanggil nama mereka.
4. P ingin menggabungkan siswa laki-laki dan perempuan dalam satu kelompok. Hal ini karena dari hasil observasi, siswa laki-laki cenderung tidak fokus dan pasif ketika kbm berlangsung. Peneliti meminta siswa untuk mengambil lottery yang berisi nomor yang nantinya merepresentasikan kelompok mereka.
5. Terbentuklah lima kelompok yang anggotanya terdiri dari Ss laki-laki dan perempuan. Kelompok satu beranggotakan dua orang Ss perempuan dan dua orang Ss laki-laki. Tetapi pada pertemuan selanjutnya kelompok satu hanya beranggotakan tiga orang karena satu Ss laki-laki telah dikeluarkan

dari sekolah. Kelompok dua terdiri dari tiga Ss putri dan satu Ss laki-laki. Sedangkan kelompok tiga terdiri dari tiga Ss laki-laki dan satu perempuan. Kelompok empat beranggotakan tiga Ss putri dan satu Ss putra. Lalu kelompok lima terdiri dari dua Ss putri. dan satu Ss putra

6. Peneliti kemudian menyebarkan handout yang berisi tentang jenis-jenis teks narrative (fable, legend, folktales, fairy tales) dan beberapa gambar dari cerita-cerita teks narrative. S mengidentifikasi cerita tersebut berdasarkan tipenya.
7. Peneliti kemudian menunjukkan empat gambar di layar LCD yaitu *Tangkuban perahu, Malin Kundang, Cinderella, Si Kancil* dan memberi handout yang berisikan latihan untuk Ss mengidentifikasi gambar dari cerita narrative dengan tipenya (*fable, legend, fairytale, folklore*). Ss mengerjakan dengan baik dan paham dengan jenis dari teks narrative.
8. Setelah itu Ss menyebarkan handout yang berisi teks dan taks yang menguji pemahaman mereka mengenai cerita yang berjudul “Three Little Pigs”. Ss berdiskusi dengan teman satu kelompok dan menjawab teks yang rumpang yang menguji kemampuan pemahaman reading mereka.
9. P memonitor setiap grup yang sedang berdiskusi dan menanyakan jika ada kata-kata sulit. Beberapa Ss laki-laki ada yang masih belum fokus dalam kbm, dan terlihat secara sembunyi-sembunyi memegang handphone. P sempat memperingati mereka dengan halus untuk hanya fokus pada latihan. Kelompok satu terlihat serius dan fokus mengerjakan soal latihan yang diberikan. Salah satu siswa laki-laki sering bertanya untuk mengklarifikasi pemahamannya. Sedangkan siswa perempuan cenderung aktif mengerjakan latihannya dengan sesama anggota. P juga mendapati salah satu Ss putra dari kelompok lima sedang tertidur di dalam kelas ketika dua orang anggota kelompoknya fokus membaca dan mengisi soal latihan.
10. Kelompok tiga yang terdiri dari satu siswa putri dan tiga perempuan cenderung berisik dan kurang banyak berdiskusi, sedangkan kelompok empat hanya ada satu anggota yang masih sering kurang memperhatikan dan diam-diam mengoperasikan handphone disaat jam pelajaran berlangsung.
11. P beberapa kali menegur dan memperingatkan tetapi hal itu kurang membuatnya sadar untuk lebih fokus berdiskusi dengan anggota kelompoknya. Kelompok satu yang beranggotakan dua siswi dan dua siswa tidak begitu menghadapi kesulitan dan terlihat serius berdiskusi dan mengerjakan latihan, terkadang mereka meminta bantuan peneliti untuk mengkonfirmasi pemahaman mereka. Begitu pula dengan kelompok lima yang beranggotakan satu siswa dan dua siswi. Walaupun satu anggota kelompoknya terlihat mengantuk tetapi mereka tetap mengerjakan dan saling mendiskusikan jawabannya. Mereka juga meminta konfirmasi peneliti untuk memastikan pemahaman mereka.
12. Setelah Ss selesai mengerjakan comprehension tasks, peneliti bersama berdiskusi jawabannya dengan seluruh kelompok dengan meminta masing-masing kelompok mengutarakan jawabannya dari hasil diskusi

kelompok. Semua kelompok menjawab dengan benar dan peneliti bertanya apakah ada pertanyaan mengenai latihan yang telah mereka kerjakan.

13. P menjelaskan tentang generic structure dari teks narrative dengan mengambil contoh dari latihan yang telah mereka kerjakan. Setiap butir soal menrepresentasikan *orientation*, *complication*, *resolution*. Setelah siswa paham P melanjutkan pada latihan berikutnya yang menfokuskan pada *language features* dari teks narrative.
14. Pada task berikutnya siswa diajak untuk mengidentifikasi kata kerja yang terdapat dalam teks bacaan tadi dan juga signal words yang dapat mereka temukan. Beberapa siswa mendapatkan sekitar 13 kata kerja, kelompok empat salah mengidentifikasi kata kerja dan kata sifat “scared”. Selain itu, kelompok lain terlihat sudah paham dengan kata kerja yang digunakan dalam teks.
15. P menjelaskan tentang kata sambung yang sering digunakan untuk menulis narrative seperti *once upon a time*, *long time ago*, *after that*, *then*, *next*, dan sebagainya. Selain itu juga membuat S tahu tenses yang digunakan dalam menulis narrative adalah past tense. P menunjukkan hasil latihan yang mereka kerjakan sebelumnya, memperlihatkan kata kerja yang mereka temukan adalah semua dalam bentuk past participle.
16. Setelah semua S mencermati penjelasan P, mereka diberikan latihan untuk mengubah bentuk kata kerja dalam teks narrative yang disediakan ke dalam bentuk yang benar. Ss diperbolehkan menggunakan kamus untuk mengecek perubahan bentuk kata kerjanya karena penguasaan kosakata mereka masih sangat minim.
17. Saat siswa mengerjakan latihan ini, semua Ss ikut andil dalam mengubah 15 kata kerja ke bentuk yang benar. Bahkan Ss laki yang sebelumnya kurang memperhatikan di kelas, ikut mengecek dan berbagi tugas mencari perubahan bentuknya yang benar di dalam kamus.
18. S dari kelompok empat meminta konfirmasi mengenai perubahan kata kerja kepada peneliti ketika mereka masih ragu dengan teman kelompoknya. Rizki bertanya mengenai perubahan kata kerja “cast” ke dalam bentuk past participle “cast”. Dari kelompok satu, arjuna menanyakan perubahan kata “want” karena tidak ada dalam daftar irregular verbs maka perubahannya menjadi “wanted”. P sangat senang sekali karena perilaku semua anak positive dan aktif dalam bekerja dengan kelompoknya.
19. Tugas latihan ini sebenarnya tidaklah begitu sulit, tetapi kelemahan mereka adalah dalam penguasaan kosakata terutama perubahan bentuk kata kerja yang tidak beraturan masih sangat minim. P menganjurkan siswa untuk mengingat kata-kata yang mereka sudah pelajari ini karena akan sering sekali dipakai ketika menulis.
20. Selesai mengubah semua kata kerja, peneliti mengajak siswa untuk berbagi hasil jawaban yang telah didapatkan bersama-sama. Siswa membaca kalimat dengan menggunakan kata kerja yang sudah dalam

bentuk past tense. Kemudian siswa mengartikannya kedalam bahasa Indonesia. Semua kelompok menjawab dengan benar dan baik.

21. Lanjut pada latihan berikutnya, setiap kelompok untuk menuliskan kembali *jumbled paragraph* ke dalam urutan yang benar dan mengisi table dengan mengidentifikasi unsur instrinsik yang terdapat di dalam cerita tersebut seperti tokoh-tokoh dan sifatnya, setting, bagaimana ceritanya dimulai, masalah apa yang muncul dan bagaimana akhir dari ceritanya.
22. Karena waktu sudah habis dan terbatas siswa belum dapat menyelesaikan latihannya, P memutuskan siswa untuk mengerjakannya di rumah.
23. P belum berhasil mengempelemtasikan “Three-Minute-Review” apa yang telah mereka kerjakan dan pelajari mengenai teks narrative karena keterbatasan waktu.
24. P menutup pelajaran dengan salam.

No.	: FN. 06
Hari, Tanggal	: 05 April 2014
Jam	: 07.00 – 08.30
Tempat	: ruang kelas XI IPS 1
Kegiatan	: Pelaksanaan cycle 1 , meeting 2
Responden	: P = Peneliti
	G = Guru Bahasa Inggris
	Ss = Siswa

P tiba di sekolah SMAN 1 Seyegan pada pukul 06.40 dan bertemu dengan G sebelum pelajaran bel tanda masuk berbunyi. P akan melanjutkan tahap selanjutnya yaitu beberapa tasks yang dijadikan tugas rumah pada MOT lalu dilanjutkan dengan Joint Construction of the Text (JCOT) yang menekankan pada proses writing tetapi masih semi-guided. Bel berbunyi 07.05 menandai jam pertama dimulai. P dan G memasuki kelas XI IPS 1.

1. P masuk dan menyapa Ss dan memimpin doa sebelum memulai pelajaran. Peneliti mengingatkan kembali pelajaran minggu lalu tentang narrative dan menjelaskan kembali tentang tipe-tipe cerita narrative, generic structure, and the language features of narrative.
2. Ss duduk bersama dan berdiskusi dengan kelompok yang dibentuk sebelumnya mengenai tasks yang dikerjakan di rumah. P mendapati dua kelompok yang belum menyelesaikan pekerjaan rumah sehingga harus memberikan mereka 5-10 menit untuk menyelesaikannya terlebih dahulu.
3. P mengingatkan kembali pelajaran yang telah Ss pelajari di pertemuan sebelumnya. “What tenses used in the narrative text?” Ss putri berani menjawab walaupun kurang begitu nyaring “past tense” ada juga yang seperti ini masih ragu “present..eh..past tense Miss”.
4. P bersama semua kelompok membahas *jumbled paragraphs* dari cerita “Snow White” bersama-sama, masing-masing kelompok membagikan jawaban mereka dan mengidentifikasi bagian-bagian cerita Snow White (*characters, setting, place, time, how the story began, problems, how the story ended, moral value*). Secara keseluruhan tidak banyak masalah yang

muncul, hampir semua kelompok mengerjakannya dengan benar. Hanya ada satu kelompok yang salah mengurutkan. Mereka berdalih kalau mereka kurang begitu paham dengan kosakata yang ada di dalam bacaan.

5. P memutuskan untuk memberikan beberapa latihan yang menfokuskan pada tata bahasa dalam past tenses sebelum mengimplementasikan “write-around” karena Ss belum sepenuhnya menguasai past tense. Latihan ini sebelumnya tidak direncanakan di rencana pembelajaran sebelumnya.
6. P mengaplikasikan dan megadaptasi strategi “Think-pair-share” dimana guru memberikan beberapa latihan tata bahasa dan siswa saling berdiskusi dengan anggota kelompok.
7. Ss berdalih belum sepenuhnya bisa merangkai kalimat sehingga P mengingatkan kembali penggunaan past tense di dalam kalimat kemudian setiap kelompok sharing bersama anggota kelompok mengubah kalimat past tense ke dalam bentuk positif, negative, dan interrogative.
8. P memonitor semua kelompok. Beberapa siswa mengkonfirmasi jawaban dan pemahaman mereka tentang past tense.
9. Kelompok satu beranggotakan tiga kelompok terdiri dari satu siswa dan dua siswi, walaupun tidak banyak berargumen, mereka dapat mengerjakan grammatical exercise dengan baik. Sese kali siswa setelah meminta konfirmasi dengan temannya, dia meminta konfirmasi dengan guru/peneliti. Pada kelompok ini masih terdapat kesalahan dengan mencampurkan *tobe* “was” dengan “did”.
10. Kelompok dua beranggotakan 4 orang terdiri dari 3 siswi dan satu siswa. Mereka cukup aktif dalam berdiskusi, kelompok dua masih terdapat kesalahan dalam penulisan, contohnya “Did he was innocent and pure?” “They was believed him” peneliti mengingatkan kembali mengenai penggunaan past tense, dan mereka akhirnya paham.
11. Kelompok empat beranggotakan dua siswa dan dua siswi, ketika mereka berdiskusi, azam biasanya sibuk dengan gadgetsnya sehingga peneliti harus menyitanya selama pelajaran, walaupun begitu dia tetap bisa menghormati peneliti dan ikut berkontribusi dalam kelompoknya, mereka tidak banyak menemukan masalah, tetapi masih kurang teliti dengan tidak menggunakan kata kerja bentuk ke dua. Contohnya, “Dion like strawberry”. Ketika peneliti memberikan arahan dan feedback mereka semua bisa mengerti.
12. Kelompok tiga beranggotakan empat orang yaitu tiga siswa dan satu siswi, walaupun pada awalnya siswi merasa keberatan berkelompok dengan ketiga siswa dimas, rizky dan ferdy tetapi mereka bisa mengikuti kegiatan dengan sangat baik. Dimas yang sangat aktif berbicara di kelas, ketika ditanya oleh peneliti mengenai jawaban no.1 yaitu mengubah kalimat “Dion didn’t like strawberry” menjadi kalimat positive, dia bisa menjawab dengan mengubah kata kerja “like” menjadi bentuk kedua “liked” dengan bantuan kamus. Kemudian, Rizki juga bisa mengerjakan soal no. 2 dengan benar yaitu mengubah kalimat “He was not innocent and pure” menjadi kalimat positive “He was innocent and pure”. Pada pertemuan sebelumnya, mereka menunjukkan progress yang significant yaitu mampu

mengaplikasikan pemahamannya dengan benar dan memperhatikan juga ikut berpartisipasi dalam kelompok.

13. Kelompok lima, beranggotakan tiga orang yaitu satu siswa dan dua orang siswi. Satu siswi memang mempunyai language attitude yang bagus, dia mengerjakan semua kalimat dengan benar walaupun pemalu dan tidak aktif berbicara. Selain itu, satu siswa tetap bisa mengikuti, ketika peneliti melihat hasil pekerjaannya, kesalahan umum terjadi seperti pada kelompok dua. Kemudian, setelah semua sudah selesai mengerjakan, peneliti mengajak semua kelompok membahas dan berbagi hasil jawab mereka. Setiap kelompok sudah mulai mengerti pemakaian past tense.
14. P mengajak siswa untuk menulis resume dari cerita Tangkuban Perahu yang terdapat pada task sebelumnya kemudian menuliskan resume dari inti ceritanya secara singkat dalam teman kelompok. P mengaplikasikan salah satu cooperative learning strategies yaitu "Write Around" dimana setiap siswa harus merangkai kalimat per kalimat yang ditulis oleh setiap anggota secara bergiliran.
15. P memonitor setiap kelompok dan membantu Ss bila mereka mengalami kesulitan dan langsung memberikan feedback. Sebagian besar siswa sudah paham dan tahu mengenai penggunaan past tense dengan mengubah bentuk kata kerja ke dalam bentuk past participle. Ss masih boleh mempergunakan kamus karena masih belum banyak menguasai kosakata bahasa Inggris.
16. Karena waktu sudah habis, P belum berhasil mengimplementasikan "Praise-Question-Polish" antara siswa. Tahap ini akan dilanjutkan pada pertemuan berikutnya.
17. Ss mengumpulkan hasil tulisan kelompok mereka.
18. P mengingatkan siswa untuk belajar lagi di rumah dan menghafal kosakata terutama kata kerja tak beraturan.
19. P menutup pelajaran dengan salam.

No. : FN. 07
Hari, Tanggal : Senin, 07 April 2014
Jam : 07.00 – 08.30
Tempat : ruang kelas XI IPS 1
Kegiatan : Pelaksanaan cycle 1 , meeting 3

Pada hari senen tanggal 7 Maret 2014, P tiba di sekolah pada pukul 07.50 AM. Sebelum bel masuk berbunyi, P bertemu dengan G dan mempersiapkan hasil tulisan siswa kemarin. P akan melanjutkan kegiatan pada tahap Joint Construction of the Text (JCOT) yang belum terselesaikan pada pertemuan sebelumnya. P akan mengimplemetasikan strategi dari *cooperative learning* yaitu "Praise-Question-Polish" guna memberi feedback pada draft yang telah dibuat oleh masing-masing kelompok. Siswa-siswi SMAN 1 Seyegan baru saja selesai mengikuti upacara bendera hari senin. Pelajaran dimulai sekitar pukul 08.15 AM.

1. P masuk kelas dan menyapa siswa lalu memimpin do'a bersama sebelum pelajaran dimulai. Peneliti mengecek daftar hadir siswa, dan ternyata terdapat satu anak XI IPS 1 yang dikeluarkan dari sekolah. Jumlah total siswa menjadi 18 anak.
2. P mengingatkan tugas siswa tentang tugas di pertemuan sebelumnya. Ss telah mengumpulkan hasil tulisan kelompok mereka.
3. P meminta siswa untuk duduk kembali mengelompok dalam satu grup.
4. P memberi draft hasil pekerjaan mereka pada pertemuan sebelumnya dan mengarahkan siswa untuk dapat memberi feedback pada hasil draft mereka dengan mengimplementasikan "Praise-Question-Polish".
5. Ss diminta untuk dapat berkontribusi dalam memberi feedback, apa yang mereka suka, tidak suka, apa yang menurut mereka masih kurang sempurna dan salah kemudian berdasarkan feedback tersebut mereka dapat memperbaiki hasilnya lebih baik lagi.
6. P sedikit kesulitan karena siswa belum terlalu aktif berkontribusi untuk membenarkan atau memperbaiki tulisan sehingga masih butuh arahan dan bantuan. P mengarahkan siswa pada grammar focus, apakah tense yang digunakan sudah menggunakan past tense juga tata cara penulisan yang benar (tanda baca, huruf kapital, pengejaan). Setelah itu siswa diminta untuk mengecek isinya sesuai dan relevant dengan cerita Tangkuban Perahu, apakah sudah terdapat bagian yang menceritakan *orientation, complication, resolution*.
7. Sebagian besar siswa sudah benar menggunakan past tense, hanya ada satu atau dua kata yang kadang terlupakan belum dalam bentuk past tense. Sudah bisa terlihat kalau Ss sudah mulai hafal dan ingat beberapa perubahan kata ketika mereka meminta klarifikasi kepada P. Tetapi ada Ss yang terlalu *overgeneralized* semua kata kerja diubah ke dalam bentuk past tense. Contohnya "She asked Sangkuriang to **built** a dam". P kemudian memberikan arahan untuk beberapa Ss yang mempunyai permasalahan yang sama.
8. P mendatangi setiap meja kelompok dan memberikan feedback. Ss yang sudah paham dapat berbagi dengan teman satu kelompoknya sehingga mereka mempunyai persepsi yang sama dan benar.
9. Sebelum mengumpulkan final draft, Ss memperbaiki dan menulis kembali hasil kerja tulisan kelompok mereka.
10. P kemudian mengajak semua siswa untuk menulis sebuah cerita narrative pendek secara individu.
11. P memberitahu siswa bahwa hasil dari tulisan individu akan berdampak pada total skor kelompok mereka. Karena itu pada tahap sebelumnya, semua anggota kelompok saling memperbaiki dan mengingatkan kesalahan sesama anggota.
12. Ss memakan waktu yang cukup lama yaitu satu jam pelajaran untuk bisa menulis lanjutan cerita dari "A Greedy Dog". Ss hanya diminta untuk melanjutkan cerita pada bagian *complication* dan *resolution*.

13. P mengimplementasikan strategi dari *cooperative learning* “Praise-Question-Polish” untuk siswa dapat memberi feedback dan memperbaiki draft yang mereka telah tulis.
14. Ss menukar hasil pekerjaan siswa dengan sesama teman kelompoknya, mengoreksi, dan merevisi kembali tulisannya berdasarkan feedback yang didapat.
15. Selama “Praise-Question-Polish”, P masih sangat berperan dalam mengoreksi hasil tulisan mereka. Hal ini dikarenakan *proficiency level* mereka yang masih belum tinggi.
16. Hampir beberapa Ss di dalam masing-masing kelompok masih ada yang kesulitan dalam mengembangkan ide mereka, terkadang mereka cenderung meniru ide temannya. Selain itu masih sangat terbatas sekali kosakatanya dan kurang dilengkapi dengan supporting ideas. Hal ini juga karena waktu belajar di sekolah yang terbatas. Kegiatan menulis memakan banyak waktu untuk mereka selesai dengan hasil yang bagus.
17. Waktu tanda pergantian jam sudah berbunyi ketika beberapa Ss masih menulis ulang dan memperbaiki pekerjaan mereka.
18. P mengingatkan untuk siswa terus belajar di rumah.
19. P menutup pelajaran dengan mengucapkan salam.

No. : FN. 08
Hari, Tanggal : Sabtu, 19 April 2014
Jam : 07.00 – 08.30
Tempat : ruang kelas XI IPS 1
Kegiatan : Pelaksanaan cycle 2 , meeting 1

P tiba di sekolah sepuluh menit sebelum bel tanda pelajaran pertama dimulai. P bertemu dengan G dan memperlihatkan materi yang akan diberi pada pertemuan pertama cycle II. P telah mempersiapkan musik dari Frozen ost dan film Kungfu Panda yang nantinya akan ditayangkan di dalam kelas. Sesuai dengan permintaan siswa, P mengurai beberapa latihan pada tahap BKOF dan MOT. Pada Cycle II P akan menekankan pada proses writing. masuk kelas XI IPS 1 pada jam pelajaran pertama, tepat jam 07.02.

1. Tidak ada siswa yang tidak hadir, sebelum memulai pelajaran peneliti memulai pelajaran dengan berdoa.
2. P memulai mengingatkan kembali pengetahuan mereka mengenai narrative text. Untuk membuat siswa tidak bosan, peneliti menggunakan audio musik pada BKOF dimana siswa mendengarkan musik Frozen ost serta menuliskan kata sifat yang menggambarkan suasana hati mereka ketika mendengar lagu. Hal ini juga untuk menguji kosakata mereka. Beberapa Ss menulis beberapa kata sifat seperti “touched, relaxed, happy, sleepy, beautiful”
3. Seperti yang telah dijanjikan, P menayangkan film Frozen seperti yang diinginkan oleh para Ss. Mereka sangat tertarik sekali untuk menonton film ini karena mereka semua belum pernah sekalipun menonton film yang

baru saja dirilis akhir tahun 2013. Film Frozen ini ditayangkan tidak penuh, hanya diputar dengan durasi sekitar 50 menit.

4. Ss ditugaskan untuk membuat lanjutan dari film kungfu panda yang baru saja mereka tonton dalam kelompok. P tidak lagi mengharuskan setiap kelompok harus ada laki-laki dan perempuan. Kelompok dibagi berdasarkan kemauan siswa sendiri, agar mereka juga merasa nyaman berbagi dengan anggota kelompok. Pada cycle dua ini terdapat empat kelompok. Dari kelompok yang mereka bentuk sendiri terlihat sangat homogen. Ss laki-laki dan perempuan mengelompok sendiri-sendiri.
5. Ss mengidentifikasi elemen yang terdapat pada cerita yang telah mereka tonton seperti tokoh-tokoh dan sifatnya, setting, bagaimana awal permulaan ceritanya, masalah yang timbul, akhir dari cerita tadi, dan pelajaran yang dapat mereka petik.
6. P memberikan latihan dengan memberikan siswa teks yang masih belum sempurna. Siswa menulis ulang cerita tersebut dengan menggunakan tata bahasa dan aturan penulisan yang benar dengan bersama mendiskusikannya dengan anggota kelompok.
7. Ss menggunakan bantuan kamus mengecek bentuk perubahan kata kerja yang benar, beberapa siswa lainnya mencoba untuk mengecek spelling dan tata penulisan dan ejaan yang benar.
8. Walaupun ketika digabung laki-laki terkadang lebih berisik mengobrol, tetapi mereka tetap bisa menghormati P dan mengerjakan tugas yang diberikan. Mereka tetap bisa fokus ke pelajaran karena semua gadgets ketika pelajaran harus dimatikan.
9. Terlihat perubahan sikap pada siswa putra yang lebih memperhatikan dan mengikuti semua kegiatan. Mereka juga bisa mengerjakan latihan dengan baik dengan bekal yang telah mereka dapat dari pertemuan sebelumnya.
10. P selalu mengawasi mereka dan kelompok lainnya yang selalu bertanya untuk meminta klarifikasi pemahaman mereka.
11. Setiap grup saling berbagi dalam mengerjakan task yang diberikan, Semua anggota secara aktif berkontribusi ketika bekerja secara berkelompok.
12. P mengingatkan Ss untuk memperhatikan tanda baca dan pemakaian huruf kapital yang sebagian besar Ss masih melakukan kesalahan yang kecil ini.
13. Bel tanda pergantian jam berbunyi, P mengingatkan siswa untuk terus belajar dan menghafal kosakata.
14. menutup pelajaran dengan mengucapkan salam.

No. : FN. 09
Hari, Tanggal : Sabtu 26 April 2014
Jam : 07.00 – 08.30
Tempat : ruang kelas XI IPS 1
Kegiatan : Pelaksanaan cycle 2 , meeting 2

P tiba di sekolah sepuluh menit sebelum bel jam penanda jam pertama dimulai. P telah mempersiapkan film animasi Frozen yang nanti akan digunakan

untuk kegiatan menulis pada tahap Joint Construction of the Text (JCOT). Film tidak akan diputar secara penuh sampai akhir cerita karena siswa akan ditugaskan untuk menulis dari ending ceritanya sendiri.

1. P masuk kelas dan menyapa siswa terlebih dahulu “Good morning students, how are you doing?” setelah siswa menjawab P mengajak siswa untuk berdo’a terlebih dahulu sebelum memulai pelajaran.
2. P mengecek daftar hadir siswa dan tidak ada siswa yang tidak hadir pada hari itu.
3. Setelah siswa menikmati potongan film tadi, mereka berkumpul bersama dalam buzz group untuk berdiskusi mengenai bagaimana akhir dari cerita yang mereka inginkan.
4. P membebaskan Ss untuk membuatnya berakhir bahagia atau sedih. Kelompok satu dua tiga dan lima membuat akhir cerita yang bahagia sedangkan kelompok empat memutuskan untuk menulis akhir yang sedih.
5. Ketika siswa telah menyelesaikan draft pertama mereka, P meminta untuk menukarkan hasil kerjanya pada anggota dari kelompok lain untuk dikoreksi/feedback. Ss mengecek semua aspek pada writing dengan guidance dari P, hal yang diperhatikan seperti pengejaannya, tanda baca, tata bahasa, kosakata dan juga isi dari cerita.
6. P mendatangi setiap kelompok dan memberi arahan dan feedback terhadap kesalahan yang sering mereka lakukan ketika menulis. P menyempatkan mengaplikasikan three minute review ditengah-tengah diskusi. Beberapa siswa ada yang bertanya “Miss, *be* ini diganti ke V-2?” “Miss, ini benar tidak pakai *were*? *There were two twins*?” Ss yang telah mengerti dengan penjelasan yang diberikan bisa kembali mengingatkan anggota kelompoknya yang masih melakukan kesalahan yang sama.
7. Ss sudah lebih paham dengan grammar yang digunakan, tata cara penulisan yang benar. Selain itu, mereka lebih bisa menuangkan idenya kedalam tulisan dengan didukung dengan beberapa supporting details.
8. Waktu hanya tersisa lima menit, Ss masih menulis menyelesaikan final draft mereka berdasarkan feedback yang mereka dapat.
9. dan mengingatkan untuk tetap latihan di rumah menulis bahasa inggris karena di pertemuan selanjutnya siswa akan diminta untuk menulis secara individu.
10. P menutup pelajaran dengan salam.

No.	: FN. 10
Hari, Tanggal	: Senin, 28 April 2014
Jam	: 08.00 – 08.45
Tempat	: ruang kelas XI IPS 1
Kegiatan	: Pelaksanaan cycle 2 , meeting 3

P sudah datang ke sekolah pada pukul 07.43 dan menunggu G di hall sekolah. P dan G berdiskusi tentang perkembangan kemampuan siswa dalam writing. G telah melihat beberapa peningkatan yang dialami siswa. Pada pertemuan ini, P melanjutkan kegiatan menulis pada tahap Independent Construction of the Text (ICOT) dengan mengimplementasikan strategi dalam cooperative learning yaitu "Praise-Question-Polish".

1. P masuk ke dalam kelas setelah bel tanda masuk berbunyi. Lalu P menyapa siswa dan memimpin doa sebelum memulai pelajaran.
2. P mengingatkan siswa pelajaran minggu lalu tentang kelemahan siswa yang masih harus diperbaiki seperti penggunaan tata bahasa yang benar dan juga penulisan huruf kapital yang masih sering dijumpai.
3. Ss diajak untuk memikirkan satu jenis cerita narrative yang mereka telah pelajari atau ketahui.
4. Skor akhir siswa akan berdampak pada jumlah skor kelompok mereka. Seperti yang telah dijanjikan, pada akhir pelajaran nanti reward/hadiah akan diberikan pada kelompok yang memiliki skor tertinggi.
5. Ss mulai menulis sebuah cerita narrative. Cerita yang mereka tulis boleh berjudul sama dengan sebelumnya yang mereka tulis atau pelajari. P terus mengingatkan siswa untuk mengerjakan yang terbaik dengan tidak melakukan kesalahan yang mereka lakukan.
6. Ss terlihat serius dan mendapatkan ide lebih cepat dibandingkan dengan sebelumnya yang membutuhkan satu jam pelajaran hanya untuk memikirkan judul saja. Ss rata-rata lebih suka menulis cerita narrative dari Indonesia seperti legenda dan fable atau cerita rakyat.
7. Draft hasil pekerjaan mereka kemudian ditukar dengan teman lain untuk diberi feedback dan masukkan. Ss terlihat lebih baik ketika mengoreksi beberapa kesalahan yang masih ada seperti penulisan huruf kapital, tanda baca, ejaan, dan tata bahasa.
8. P tidak terlalu kesulitan untuk mendatangi semua kelompok dan memberikan feedback. Kelompok satu, dua dan tiga tidak terlalu mengalami banyak masalah dan bisa mengatasinya sendiri. P lebih fokus pada kelompok empat yang beranggotakan empat siswa laki-laki yang masih perlu untuk dibantu.
9. Kemampuan siswa sudah agak terlihat merata, mereka menunjukkan sedikit kesalahan pada tata bahasa, tetapi masih ada Ss yang mengalami kesalahan dalam penulisan kata.
10. Ss menulis final draft dan memperbaikinya untuk dikumpulkan di akhir pelajaran.
11. P memberi pujian pada Ss yang telah berusaha untuk belajar menulis Bahasa Inggris dan berpesan untuk terus belajar.
12. P mengakhiri pelajaran dengan mengucapkan salam.

No. : FN. 11
Hari, Tanggal : Sabtu, 28 April 2014
Jam : 08.20 – 09.30
Tempat : ruang kelas XI IPS 1
Kegiatan : Pelaksanaan post test

G sudah mengamati perubahan dan perkembangan yang dialami oleh Ss selama Cycle I dan Cycle II. Karena P dan G telah melihat peningkatan dalam hasil tulisan siswa di Cycle II dan waktu yang terbatas maka post-test diadakan pada tahap Independent Construction of the Text (ICOT) pada cycle 2.

INTERVIEW GUIDELINE

These guidelines list the questions or issues to be explored during the interviews which were conducted in the reconnaissance process and during the implementation the actions.

A. IN THE ROCONNAISSANCE PROCESS

1. Interviewee : Students
2. Questions :
 - a. Apakah anda memiliki kesulitan dalam menulis dengan menggunakan bahasa inggris?
 - b. Kegiatan apa yang biasa dilakukan saat menulis dalam bahasa inggris?
 - c. Apakah ada aktifitas yang menyenangkan yang biasa dilakukan dalam menulis bahasa inggris?
 - d. Apakah anda pernah menulis dalam bahasa inggris berkelompok?
 - e. Apakah anda lebih senang menulis secara individu atau berkelompok/?
 - f. Bagaimana cara guru menyampaikan materi saat pembelajaran bahasa inggris berlangsung?
 - g. Jika diberi koreksi, lebih baik diberi koreksi dari teman atau guru?
 - h. Bagaimana menurut anda menulis berkelompok yang kooperatif?
 - i. Apakah anda senang dengan aktifitas yang ada dalam pembelajaran kooperatif?
 - j. Apakah ada kesulitan menentukan topik dan ide jika menulis secara individu?
 - k. Apakah anda memiliki kesulitan dalam menulis teks?
 - l. Jika ia, kesulitan apa saja yang anda temui saat menulis teks?
 - m. Bagaimana dengan tata bahasa, apakah kalian mempunyai kesulitan?
 - n. Jika dalam menulis kalimat bahasa inggris, apakah kalian sering terbolak-balik?
1. Interviewee : English Teacher
2. Questions :
 - a. What kind of activities do you usually carry out in the teaching learning process especially during teaching writing?
 - b. What difficulties do you usually encounter in teaching writing?
 - c. Do you think that the students are motivated and confident in writing/ why?
 - d. What do you think about teacher's feedback on students' writing?
 - e. What do you think about peer feedback on students' writing?

- f. Have you ever applied cooperative learning in teaching-learning process?
- g. What are the students' difficulties in writing a text in English?

B. AFTER THE IMPLEMENTATION

1. Interviewee : Students
2. Questions :
 - a. Apakah anda masih menemukan kesulitan dalam menulis dengan menggunakan bahasa inggris?
 - b. Jika ia, kesulitan apa saja yang anda temui saat menulis teks?
 - c. Bagaimana menurut anda tentang aktifitas pembelajaran yang telah dilakukan? Apakah aktifitasnya menyenangkan?
 - d. Bagaimana cara guru menyampaikan materi saat pembelajaran bahasa inggris berlangsung?
 - e. Apakah anda termotivasi untuk belajar menulis dalam bahasa inggris?
 - f. Apakah anda menerima dikoreksi oleh teman saat menulis teks?
 - g. Feedback apa saja yang anda berikan/terima?
 - h. Apakah anda mengerti dengan koreksi yang teman anda berikan?
 - i. Bagaimana menurut anda menulis teks dalam grup yang kooperatif?
 - j. Apakah anda senang dengan aktifitas yang ada ketika menulis dalam grup yang kooperatif?
 - k. Apakah anda kesulitan mendapatkan ide jika menulis secara individu?
 - l. Apakah anda tertarik dengan materi yang diberikan?
 - m. Apakah materi yang diajarkan mudah dimengerti?
 - n. Apakah anda sudah merasa cukup percaya diri ketika menulis?
 - o. Apakah kemampuan anda meningkat?
1. Interviewee : English Teacher
2. Questions :
 - a. What do you think of the activities implemented during the research?
 - b. What do you think of the teacher role during the implementation?
 - c. Do you think that the students are motivated and confident in writing?
 - d. What do you think of the feedback given during the implementation of cooperative learning?
 - e. What is your opinion about the implementaion of cooperative learning during the research?
 - f. What are the students' problems in writing texts after the implementation?

INTERVIEW GUIDELINE

These guidelines list the questions or issues to be explored during the interviews which were conducted in the reconnaissance process and during the implementation the actions.

A. IN THE ROCONNAISSANCE PROCESS

1. Teaching writing

a. Types of classroom writing performance

1) Interviewee : Students

2) Questions:

- a) Apakah anda memiliki kesulitan dalam menulis dengan menggunakan bahasa inggris?
- b) Kegiatan apa yang biasa dilakukan saat menulis dalam bahasa inggris?
- c) Apakah ada aktifitas yang menyenangkan yang biasa dilakukan dalam menulis bahasa inggris?
- d) Apakah anda pernah menulis dalam bahasa inggris berkelompok?
- e) Apakah anda lebih senang menulis secara individu atau berkelompok?

1) Interviewee : English Teacher

2) Question:

- a) What kind of activities do you usually carry out in the teaching learning process?

b. The role of the teacher

1) Interviewee : Students

2) Question :

- a) Bagaimana cara guru menyampaikan materi saat pembelajaran bahasa inggris berlangsung?

1) Interviewee : English Teacher

2) Questions :

- a) What difficulties do you usually encounter in teaching writing?
- b) Do you think that the students are motivated and confident in writing?
Why?

c) What do you think about teacher's feedback on students' writing?

c. Feedback

1. Interviewee : Students

2. Question :

a) Jika diberi koreksi, lebih baik diberi koreksi dari teman/guru?

1) Interviewee : English Teacher

2) Question :

a) What do you think about peer feedback on students' writing?

2. Teaching Approach :

a. Cooperative learning

1) Interviewee : Students

2) Questions :

a) Bagaimana menurut anda tentang menulis dalam kelompok yang kooperatif?

b) Apakah anda senang dengan aktifitas yang ada dalam pembelajaran kooperatif?

c) Apakah anda kesulitan menentukan topik dan ide jika menulis secara individu?

1) Interviewee : English Teacher

2) Question :

a) Have you ever applied cooperative learning in teaching-learning process?

3. Text

1) Interviewee : Students

2) Questions :

a) Apakah anda memiliki kesulitan dalam menulis teks?

b) Jika ya, kesulitan apa saja yang anda temui saat menulis teks?

c) Bagaimana dengan tenses, apakah kalian menemui kesulitan dan menggunakan tenses?

d) Jika dalam menulis kalimat bahasa Inggris, apakah kalian sering terbalik?

1) Interviewee : English Teacher

2) Question :

- a) What are students' difficulties in writing a text in English

B. AFTER THE IMPLEMENTATION

1. Types of classroom writing performance

1) Interviewee : Students

2) Questions :

- a) Apakah anda masih menemukan kesulitan dalam menulis dengan menggunakan bahasa inggris?
- b) Bagaimana menurut anda tentang kegiatan yang dilakukan selama proses belajar menulis?
- c) Apakah aktifitas yang dilakukan menyenangkan dalam menulis bahasa inggris?

1) Interviewee : English Teacher

2) Question :

- a) What do you think of the activities implemented during the research?

2. The role of the teacher

1) Interviewee : Students

2) Questions :

- b) Bagaimana cara guru menyampaikan materi saat pembelajaran bahasa inggris berlangsung?
- c) Apakah adik termotivasi untuk belajar menulis dalam bahasa inggris dengan metode tersebut?

1) Interviewee : English Teacher

2) Question :

- a) What do you think of the teacher role during the implementation?
- b) Do you think that the students are motivated and confident in writing?
Why?

3. Feedback

1. Interviewee : Students

2. Questions :

- a) Apakah anda menerima/member koreksi saat menulis teks?
- b) Feedback apa saja yang anda berikan/terima saat kegiatan berlangsung?
- c) Apakah anda mengerti dengan koreksi yang teman anda berikan?

1. Interviewee: English Teacher

2. Question :

- a) What do you think of the feedback given during the implementation of cooperative learning?

3. Cooperative Writing

1. Interviewee : Students

2. Questions :

- c) Bagaimana menurut anda menulis teks dalam grup yang kooperatif?
- d) Apakah anda senang dengan aktifitas yang ada dalam menulis dalam grup yang kooperatif?
- e) Apakah anda kesulitan menentukan tema jika menulis secara individu?

Question item for the English teacher

- f) What is your opinion about the implementation of cooperative learning during the research?
- b) Text type

Question items for the students

- g) Apakah anda masih menemukan kesulitan dalam menulis teks?
- h) Jika ia, kesulitan apa aja yang anda temui saat menulis teks?

Question item for the teacher

- i) What are students' difficulties in writing texts after the implementation?

- c) Materials

Question items for the students

- j) Apakah kalian tertarik dengan bahan materi yang diberikan?
- k) Apakah materi yang diajarkan mudah dimengerti?

Question items for the teacher

- l) Apakah materi dan kegiatan yang diberikan sudah urut (guided, semi guided, free guided)
- m) Apakah materi yang diberikan sesuai dengan kemampuan siswa?
- d) The Teacher's attitude

Question items for the students

- n) Bagaimana sikap dan kepribadian guru selama kegiatan belajar mengajar berlangsung?
- o) Apakah cara guru mengajar sudah baik?

Question items for the teacher

- p) Bagaimana kemampuan guru ketika mengajar di dalam kelas?
- q) Bagaimana sikap dan kepribadian guru selama kegiatan belajar mengajar berlangsung?
- e) The learner's attitude

Question items for the students

- r) Apakah anda mengikuti setiap aktifitas kbm dengan baik?
- s) Apakah anda merasa cukup percaya diri ketika kbm berlangsung?
- t) Apakah kemampuan anda setelah mengikuti kbm meningkat?
- u) Apakah kb mini member manfaat pada anda?

Question items for the teacher

- v) Bagaimana sikap siswa ketika mengikuti kegiatan belajar mengajar?
- w) Apakah ada progress setelah siswa mengikuti kbm?

INTERVIEW TRANSCRIPTS

Hari, tanggal : Kamis, 13 Februari 2014

Tempat : Ruang Kepala Sekolah

KS : Kepala Sekolah

P : Peneliti

P menemui KS di ruang kepala sekolah untuk izin melakukan penelitian di SMAN 1 Seyegan.

Interview 1

P : “Selamat pagi, Pak. Maaf pak, saya mengganggu sebentar.”

KS : “Oh iya silahkan duduk mbak, ada apa ya?”

P : “Iya pak, begini. Saya Anjarswari Erningtyas, mahasiswa UNY jurusan pendidikan bahasa inggris. Tahun kemaren saya KKN/PPL disini, maksud kedatangan saya untuk meminta izin kepada Bapak untuk melakukan penelitian di SMAN 1 Seyegan pak.”

KS : “Oh iya, penelitian di kelas berapa ya?”

P : “Kelas XI IPS 1 yang diampu oleh pak Sunarya.”

KS : “Sudah matur dengan pak Sunarya?”

P : “Sudah pak, waktu KKN/PPL pak Sunarya tidak keberatan”

KS : “iya kalau begitu suratnya langsung saja diserahkan ke bagian Tata Usaha untuk selanjutnya ditindak lanjuti.”

P : “Baik pak, terima kasih banyak.”

KS : “Iya semoga lancar dan berhasil ya.”

P : “Iya pak, kalau begitu saya mohon pamit. Terima kasih sekali Pak.”

Hari, tanggal : Senin, 24 Februari 2014

Tempat : Koridor di depan ruang guru

G : Guru Bahasa Inggris

P : Peneliti

P menemui G di depan ruang guru SMAN 1 Seyegan

Interview 2

P : “Selamat pagi, Pak Sunarya.”

G : “Iya mbak Anjar.”

P : “Maaf pak mengganggu sebentar, Bapak sedang sibuk tidak pak?”

G : “Tidak, ini sudah jam istirahat. Bagaimana mbak?”

P : “Begini pak, saya sudah menyerahkan surat izin dan Pak kepala sekolah sudah mengijinkan untuk saya melakukan penelitian di kelas XI IPS 1.”

G : “Oh iya, setelah itu bagaimana? Mau observasi lagi atau bagaimana?”

P : “iya pak, saya ingin observasi kegiatan belajar mengajarnya lagi saja baru setelah itu pre-test. Sekiranya kapan bisa dilakukan ya pak?”

G : “kalau hari senen bagaimana? Saya mengajar jam pertam dan kedua di kelas XI IPS 1.”

P : “Baik pak, saya juga mau merepotkan bapak lagi untuk mejadi kolaborator saya untuk penelitian ini.”

G : “Iya baiklah mbak.”
 P : “terima kasih Pak.”

Interview in the reconnaissance stage

Hari, tanggal : Senin, 24 Februari 2014

Tempat : Ruang kelas XI IPS 1

P : Peneliti

S1 : Aninda

S2 : Suci

S3 : Sigit

S4 : Widya

S5 : Yuli

Interview 3

P : “Dek, minta waktunya sebentar ya. Mau tanya-tanya sedikit.”

S1 : “Iya mbak.”

P : “Namanya siapa?”

S1 : “Dinda.”

P : “Dinda ada kesulitan waktu menulis dalam bahasa inggris?”

S1 : “ada, menggunakan verb 2 itu lo. Bingung cari yang verb 2 kalo ga pake kamus itu sering lupa lupa gitu.”

P : “Biasanya belajar sama Pak Sunarya kegiatan untuk belajar writing itu apa saja?”

S1 : “Uhm...sering diskusi sama temennya terus ya cuman disuruh diskusi sama temen gitu., terjemahan translate gitu yang recount apa report apa gitu.”

P : “Berapa kali Pak Sunarya mengajarkan writing di kelas selama kelas XI ini?”

S1 : “Uhm...jarang, biasanya reading.”

P : “Biasanya kalau bekerja kelompok berdua atau lebih dari dua?”

S1 : “Lebih sering berdua.”

P : “Lebih suka belajar menulis sendiri atau bareng dengan temannya?”

S1 : “bareng-bareng.”

P : “Menurutmu Pak Sunarya sewaktu mengajar bagaimana?”

S1 : “Seru, menyenangkan. Karena mengajarnya itu pake becanda-canda gitu jadi ga terlalu serius ga bikin tegang gitu”

P : “Lebih pilih dikoreksi sama guru atau siswa?”

S1 : “Sama guru”

P : “Kalau belajar berkelompok yang anggotanya campur laki-laki dan perempuan bagaimana?”

S1 : “Kalau kelompokan sama anak laki-laki itu ga enak. Yang ngerjain itu Cuma yang cewek-cewek doang.”

P : “Tapi aninda lebih pilih belajar kelompok kan?”

S1 : “Iya sih mbak.”

P : “Masih kesulitan untuk menuangkan ide ketika menulis sendiri?”

S1 : “Iya agak susah kalau menulis sendiri

- P : “Ada lagi kesulitan lain ketika menulis sendiri?”
 S1 : “Kayak kosakata gitu, grammar gitu masih bingung yang was sama were itu yang pake was itu yang apa yang pakai were itu yang mana.”
 P : “Menulis bahasa inggrisnya masih sering kebalik-balik gitu ga?”
 S1 : “iya mbak pernah, masih suka kebalik-balik.”
 P : “segitu aja. Ok, terima kasih ya.”

Interview 4

- P : “Dek, mbak boleh tanya sebentar ya. Namanya siapa?”
 S2 : “Suci mbak.”
 P : “Dalam bahasa inggris paling susah apa? Writing?”
 S2 : “ya ga terlalu sih.”
 P : “Biasanya kalau sama Pak Sunarya ngapain aja waktu belajar writing?”
 S2 : “ya cuman ngerjain jawab soal gitu.”
 P : “ya kegiatan writingnya ngapain?”
 S2 : “Ya itu lo kayak dibacain sama gurunya itu lo.”
 P : “itu nulis apa?”
 S2 : “Itu yang dari soal.”
 P : “Kegiatan yang menyenangkan sewaktu pak Sunarya mengajar apa?”
 S2 : “uhm, ga ada.”
 P : “Sering disuruh belajar menulis dalam kelompok gitu ga?”
 S2 : “oh iya berkelompok pernah. Seringnya berdua orang.”
 P : “Lebih suka menulis sendiri atau dalam kelompok?”
 S2 : “kelompok.”
 P : “Menurutmu cara pak Sunarya mengajar dalam kelas bagaimana?”
 S2 : “ya jelas, menarik. Karena gurunya seru, orangnya lucu. Suka cerita gitu.”
 P : “Belajarnya emangnya gimana?”
 S2 : “ya jawab soal gitu dari LKS kadang soal sendiri dari Bapaknya.”
 P : “lebih memilih dikoreksi sama teman atau guru?”
 S2 : “dua-duanya.”
 P : “Menurutmu belajar menulis dalam kelompok itu gimana? Suka?”
 S2 : “Suka, soalnya bisa saling bantu, sharing.”
 P : “Ada kesulitan lain waktu writing?”
 S2 : “kalau ga tau bahasa inggris sama kata-kata susah dimengerti.”
 P : “Sering kebalik-balik ga?”
 S2 : “iya sering kata-kata gitu kan beda mbak sama Indonesia jadinya kebalik.”
 P : “ok, segitu aja. Makasih ya.”

Interview 5

- P : “Dek, minta waktunya sebentar ya boleh?”
 S3 : “Iya mbak, monggo. Kenapa eh mbak?”
 P : “Mau tanya sebentar Sigit. Skill yang paling susah di bahasa inggris apa?”
 S3 : “writing susah.”
 P : “Kegiatannya ngapain aja?”
 S3 : “iya nulis mbak.”

- P : “apa yang ditulis?”
 S3 : “ya kalimatnya mbak. Iya beneran mbak”
 P : “kegiatan yang menyenangkan selama diajar pak Sunarya apa?”
 S3 : “Kegiatan yang menyenangkan pasti ada. Kayak menemukan kosakata yang menarik.”
 P : “pernah ga bekerja dalam kelompok?”
 S3 : “iya kayak tadi, berdua biasanya.”
 P : “Kegiatan writingnya apa?”
 S3 : “iya itu nulis cerita apa ya.”
 P : “lebih suka menulis dan bekerja dalam kelompok atau individu?”
 S3 : “lebih suka berkelompok saling tukar pikiran gitu.”
 P : “Menurutmu bagaimana pak Sunarya mengajar?”
 S3 : “Menyenangkan sekali bikin hati happy. Gokil orangnya, kalau pelajaran itu ga tegang.”
 P : “Lebih memilih untuk dikoreksi teman atau guru?”
 S3 : “Sama temen biar bisa dipengaruhi. Ahhaha”
 P : “Kesulitanmu dalam menulis dengan Bahasa Inggris itu ada tidak?”
 S3 : “Suka salah nulis hurufnya (spelling), terus kosakata.”
 P : “Tata bahasanya sudah paham?”
 S3 : “Belum mbak, ga tahu.”
 P : “Masih suka menulis kebalik-balik?”
 S3 : “Iya kadang-kadang suka gitu.”

Interview 6

- P : “Widya, maaf ganggu waktunya sebentar ya. Mau tanya-tanya sedikit aja.”
 S4 : “iya mbak tanya apa? Ada jawabannya ga? Hahah”
 P : “Ini serius. Yuk, Skill apa yang paling susah menurutmu dalam Bahasa Inggris?
 kesulitan apa yang kamu hadapi selama belajar bahasa inggris?”
 S4 : “Writing paling susah.”
 P : “Kegiatan apa saja ketika belajar writing?”
 S4,S5 : “Dengerin terus nulis”
 S6 : “Dikasih soal gitu”
 S4 : “kosakata..ngisi titik-titik itu lo.”
 P : “Selama belajar dengan pak Sunarya, ada ga kegiatan yang menyenangkan?”
 S4 : “apa ya, biasa sih.”
 P : “Pernah ga menulis dalam kelompok gitu, kerja berkelompok? Berapa orang biasanya?”
 S5,S6 : “Empat, maksimal lima.”
 S4 : “Kalau ga berkelompok ya tugas individu biasanya.”
 P : “Lebih suka bekerja dalam kelompok atau individu?”
 S4,S5 : “Berkelompok.”
 S6 : “Kelompok.”
 P : “Pak Sunarya kalau mengajar bagaimana?”
 S4 : “Enak.”

- S6 : “Asik.”
- S4 : “dekat sama murid. Banyak bercanda tapi diseimbangi juga belajarnya.”
- P : “Ngerti ga belajarnya?”
- S4 : “Ngerti, kan nanti kalau ga ngerti ditanyain satu-satu kayak kesulitannya apa gitu.”
- P : “Lebih suka dikoreksi sama guru apa teman?”
- S4 : “Guru.”
- P : “Suka ga belajar berkelompok?”
- S4 : “Kalau bedua itu setuju tapi tergantung orangnya sih ada yang bisa diajak diskusi ada yang ga. Kalau gitu jadi males”
- P : “Jadi lebih suka buat belajar berkelompok gitu?”
- S4 : “Iya kadang kalau sendiri suka kurang percaya diri sama jawabannya.”
- P : “Susah mengembangkan ide?”
- S4 : “iya masih susah kalau sendiri.”
- P : “Kesulitan di writing apa?”
- S4 : “Kayak nyusun kalimatnya gitu suka kebalik-balik, yang depan yang mana yang depan yang mana? Grammar juga”

Hari, tanggal : Senin, 24 Februari 2014

Tempat : Koridor di depan ruang kelas XI IPS 1

G : Guru Bahasa Inggris

P : Peneliti

P melakukan wawancara dengan G mengenai proses dan permasalahan yang terjadi di kelas XI IPS 1 setelah melakukan observasi kegiatan belajar mengajar

Interview 7

- P : “minta waktu sebentar untuk interview boleh ya pak?”
- G : “iya mari mbak disini saja ya.”
- P : “iya pak. Tadi waktu untuk siswa menyelesaikan tulisannya masih kurang ya pak.”
- G : “iya susah sekali siswa diajak untuk menulis, memang memakan banyak waktu sekali.”
- P : “Biasanya kegiatan apa saja yang Bapak kasih untuk murid?”
- G : “Maksudnya writing?”
- P : “iya”
- G : “Kalo writing saya tetap *meleading* anak gitu mengarahkan karena kan banyak murid-murid itu untuk menuangkan idenya itu sulit. Terus kemudian juga saya sering menghindarkan untuk menterjemahkan secara mentah ngambil kata-kata dari kamus. Makanya sering saya bilang begini, kamus itu barang mentah kalau mau dimasak menjadi bentuk kalimat tertentu ya itu harus dirubah. Kemudian yang kedua, anak-anak sering juga mengalami kesulitan dalam merubah kata kerja terutama kata kerja tak beraturan. Maka saya sewaktu mengajar di kelas X sekarang saya meminta anak untuk catat tulis tangan kata-kata kerja tidak beraturan itu dengan harapan akan terekam dalam memori anak karena itu sangat membantu dalam mengekspresikan kegiatan-kegiatan pada masa lampau. Terus ya

kalau untuk writing ya itu saya pertama memberikan rambu-rambunya yang perlu diperhatikan misalnya dari generic structurenya itu diperoleh dari pembelajaran reading atau speaking anak-anak sudah dikembalikan kesana terus teks narrative itu generic structurenya apa saja.

P : “Apa saja masalah yang bapak hadapi ketika mengajar writing di XI IPS 1?”

G : “XI IPS 1 ini banyak sekali masalahnya, kekurangan kosa-kata. Anak-anak itu lalu kecenderungan membuka kamus langsung dipake gitu loh misal tadi mau bilang *saya ingin* jadinya *I to want* atau misal dalam narrative, anak-anak cenderung tidak menggunakan past tense, tidak pakai -ed banyak sekali tadi itu. Terus mau bilang *anjing lain* jadi *dog another*.

P : “Jadi murid-murid juga masih kurang percaya diri dan termotivasi untuk belajar writing Pak?”

G : “Saya tidak akan pernah menyalahkan anak, itu kunci, saya tidak akan pernah menyalahkan anak apalagi di depan umum. Makanya ketika saya mengajar pasti saya akan duduk disamping anaknya dan langsung berbicara empat mata, apa kesalahannya apa masalahnya, yang ga tau apa. Kalau secara umum, itu akan mubazir karena ada yang sudah dong dan anak cenderung rame di kelas padahal ada beberapa yang sebenarnya masih kurang paham. Jadi saya lebih pendekatan ke individu, memang sih capek mbak.

P : “Jadi feedbacknya selalu dari guru atau sesama murid juga Pak?”

G : “Nah itu bisa bareng-bareng biasanya, jadi pendapat anak dulu saya tamping misalkan itu bagaimana dari pembelajaran ini ada kesulitan? Apa yang kita temukan dalam teks ini? Fungsinya untuk apa? Kalau anak tidak bisa baru kita pancing-pancing.

P : “Kalau peer feedback bagaimana pak?”

G : “Kalau di kelas ini nampaknya belum begitu muncul karena apa karena average ya. Dulu saya punya kelas bahasa dulu, ada seorang siswa dulu bagus bahasa inggrisnya. Kadang-kadang dia yang saya suruh tampil dan menanggapi teman-temannya sudah benar belum misal kalau sudah benar ya saya biarkan.

P : “Apa bapak sebelumnya sudah pernah mengimplementasikan kooperatif learning?”

G : “Saya belum pernah melakukan itu. Karena disini menuangkan idenya masih sulit mbak, menemukan kata yang tepat saja sudah kesulitan, menyusun kalimatnya juga kesulitan ya otomatis untuk mengembangkan idenya, seharusnya kan ada supporting ideas nah terkadang anak-anak masih ngambang itu belum begitu, itu juga menjadi tantangan buat kita. Semoga saja dengan cara itu bisa meningkatkan kemampuan anak.

P : “Iya pak. Saya rencananya ingin menerapkan beberapa strategi di kooperatif learning. Semoga bisa membantu murid untuk bisa lebih baik menulis dalam bahasa inggris nantinya.”

G : “iya mbak, semoga nanti bisa berhasil jadi saya juga bisa menerapkan untuk selanjutnya.”

P : “Terima kasih banyak pak, saya pamit dulu.”

G : “iya mbak, hati-hati.”

Interview after the implementation of Cycle 1

Hari, tanggal : Senin, 7 April 2014

Tempat : Ruang kelas XI IPS 1

P : Peneliti

S1 : Harjuna

S2 : Irma

S3 : Ferdi

S4 : Rizqi

S5 : Yuliana

P melakukan wawancara langsung dengan representative masing-masing kelompok setelah selesai Cycle I

Interview 8

P : “Minta waktunya sebentar ya. Miss Tyas mau tanya sedikit.”

S1, S2 : “Iya miss, boleh.”

P : “Pendapat kalian mengenai kegiatan kita belajar bahasa inggris bagaimana?”

S1 : “ya, asyik aja kalau sama Miss.”

P : “serius ini diminta tanggapannya.”

S2 : “Iya, banyak kegiatannya. Cuma terlalu banyak tugasnya Miss.”

P : “Oh, gitunya. Jadi kalian maunya yang bagaimana?”

S2 : “dikurangi aja Miss, jangan terlalu banyak.”

S1 : “ajak nonton film di kelas, Miss. Butuh refreshing”

P : “Ya, oke nonton film untuk pertemuan selanjutnya yah.”

S1, S2 : “Beneran? Janji ya Miss.”

P : “iya, ok. Tapi dari latihan kemaren , mengerjakan dan belajar bareng dengan teman satu grup itu bagaimana?”

S1 : “aku lebih suka berkelompok, lebih gampang belajarnya. Ada yang ngasih tahu dan ngajarin juga.”

S2 : “Iya, tapi ada anggota yang ga enak diajak diskusi terutama yang cowok.”

P : “Pertemuan selanjutnya Miss bakalan kasih reward deh hadiah untuk kelompok yang peformnya bagus.”

S2 : “Hadiah? Beneran?”

S1 : “haha seru Miss.”

P : “oke, jadi semua anggota harus solid ya buat saling membantu kalo ada anggota yang belum ngerti atau salah dibenerin.”

S1, S2 : “Iya Miss.”

P : “Sampai sekarang, kesulitan buat nulis bahasa inggris itu apa?”

S1 : “Masih bingung yang kerja tak beraturan itu belum banyak hafal, tulisannya juga kadang masih kebolak balik.”

P : “Ada lagi?”

S2 : “Kalau mau nulis kalimat yang panjang masih sulit, kalau yang pendek kan simple.”

P : “Materinya menurut kalian bagaimana?”

S1, S2 : “Ceritanya menarik, bagus.”

- P : “Isi pembelajarannya sudah paham belum? Apa susah?”
 S2 : “ga begitu gampang ga terlalu susah juga.”
 S1 : “paham Miss, jelas.”

Interview 9

- P : “Sorry ya minta waktunya sebentar aja.”
 S3 : “Iya Miss.”
 P : “Kita kan sudah tiga pertemuan belajar narrative, pendapat kalian tentang kegiatan kita selama ini bagaimana?”
 S3,S5 : “Banyak banget tugasnya.”
 S4 : “Iya, coba kalau bisa jangan banyak banget Miss.”
 P : “Biasanya latihannya berapa?”
 S5 : “Satu, dua paling banyak.”
 P : “Nanti malah banyak waktu yang terbang kalau gitu.”
 S4 : “Kalau baca cerita terus nanti disuruh nulis-nulis malah bosan e Miss.”
 P : “Iya rencananya pertemuan besok mau nayangin film.”
 S3,S4 : “Nah, kayak gitu setuju Miss.”
 P : “Kalau kerja bareng dalam kelompok, bukannya lebih gampang kan ngerjain latihan?”
 S3 : “Kalau yang serius ngerjain ya hanya beberapa Miss.”
 P : “Maksud Miss itu yang bisa ngajarin yang ga bisa, jadi belajar bareng.”
 S4 : “Iya, si Arjuna yang paling sukanya-tanya di kelompok. Lola dia Miss.”
 P : “Jangan dicuekin tapi dibantu ya, kalau sekelompok bingung baru tanya langsung ke gurunya.”
 S5 : “Belajar gitu lebih efisien sih tapi kalau anggotanya semua kompak mau saling bantu yang lain.”
 P : “Di akhir pelajaran selanjutnya, Miss akan kasih reward untuk group yang performancenya bagus.”
 S4 : “Jadi kayak kompetisi gini?”
 P : “Iya jadi nanti dilihat dari hasil tulisan karangan kalian.”
 S3,S4 : “Ok, Miss.”
 P : “Dari pembelajaran kita sejauh ini, sudah bisa menulis teks narrative?”
 S4 : “lumayan bisa, tapi kalau di kelas waktunya terbatas jadi idenya juga terbatas.”
 S3 : “menulis narrative, pakai verb 2 itu masih belum begitu hafal kata kerja tak beraturan jadi masih suka buka kamus.”
 S5 : “Waktu nulis bareng-bareng gitu bisa Miss.”
 P : “Nulis sendiri masih banyak kesulitan?”
 S5 : “Kalau sendiri itu susah mikir.”
 P : “Materi yang diajarkan bagaimana? Terlalu susah? Gampang?”
 S5 : Gampang-gampang susah.
 S3 : Ga terlalu gampang ga terlalu susah.
 P : Oke, makasih ya. Harus serius ya belajar terus, ini juga nanti untuk masa depan kalian.”
 S3,S4 : “Hehe..iya Miss”

Hari, tanggal : Senin, 7 April 2014
 Tempat : Koridor depan ruang kelas XI IPS 1
 P : Peneliti
 G : Guru Bahasa Inggris

Interview 10

- P : “Jadi bagaimana penilaian bapak terhadap kemampuan menulis mereka?”
 G : “Ya bisa dikatakan lumayan dari sebelumnya kalau dilihat secara keseluruhan. Mungkin belum semuanya bisa mengikuti karena setiap anak kan berbeda-beda juga kapasitasnya ketika mencerna materi. Tapi dengan dikelompokkan menjadi efisien untuk kita mengawas dan mengarahkan anak.”
- P : “Kekurangannya dan kelebihan apa saja pada cycle I ini pak?”
 G : “Kalau dari prosesnya, tadi ada beberapa anak yang kurang bisa fokus saat mereka mengerjakan latihannya dalam kelompok. Beberapa cukup tertarik dengan ceritanya. Dilihat dari keseluruhan, mengelompokkan anak untuk belajar kooperatif cukup efisien. Kita sebagai guru juga lebih mudah mengarahkan dan membantu siswa. Selain itu, anak yang tadinya kurang memperhatikan di kelas yang sukanya mengelompok sendiri itu dipisah dimasukkan ke kelompok yang berbeda menunjukkan perubahan sikap juga. Walaupun rata-rata anak masih belum terlalu bisa untuk saling member feedback sendiri masih butuh arahan dan guidance dari guru. Untuk latihan writingnya masih agak kurang ya mbak, anak untuk dapat menulis itu memakan waktu yang banyak sekali kalau dikerjakan di dalam kelas. Dari hasil tulisan mereka, cukup lumayan untuk menuangkan idenya dengan supporting details terus grammarnya yang terpenting anak sudah paham kalau narrative itu menggunakan past tense.”
- P : “Kemajuan apa yang telah dicapai di cycle ini menurut bapak?”
 G : “Dari sikap siswa itu sendiri ketika belajar sudah sedikit menunjukkan perubahan, kemudian dari kemampuan mereka sendiri, sudah cukup paham dengan generic structurenya dari narrative saya pikir sudah tidak ada masalah. Kemudian untuk language featuresnya, mereka sudah cukup paham dengan penggunaan past tense, bentuk kata kerja beraturan dan tidak beraturan walaupun seringkali masih dengan bantuan kamus yak arena mereka belum banyak hafal.”
- P : “Jadi saran Bapak untuk meningkatkan kemampuan writing siswa bagaimana?”
 G : “Untuk selanjutnya, coba lebih difokuskan pada langkah-langkah menulis. Karena Cycle I sudah banyak dapat knowledge tentang narrative. Kita sebagai guru akan banyak berperan untuk feedbacknya karena anak-anak rata-rata belum terlalu matang untuk bisa mengoreksi sesama teman. Nanti hasil dari tulisan mereka di Cycle I ditunjukkan kesalahan yang sering sekali mereka lakukan, jadi anak tahu titik kelemahan mereka jadi untuk diperbaiki di pertemuan selanjutnya.”
- P : “Baik, Pak. Terima kasih sudah banyak membantu. Saya pamit dulu”
 G : “Iya mbak, hati-hati.”

Interview after the implementation of Cycle 2

Hari, tanggal : Senin, 28 April 2014

Tempat : Ruang kelas XI IPS 1

P : Peneliti

S1 : Widya

S2 : Suci

S3 : Sigit

S4 : Dimas

S5 : Nowiyanti

S6 : Aninda

P melakukan wawancara langsung dengan representative masing-masing kelompok setelah selesai Cycle II

Interview 11

P : “Dari pembelajaran tadi, apakah kamu masih menemukan kesulitan dalam belajar bahasa inggris dan letak kesulitan nya dimana ?”

S1 : “Tulisannya sudah tahu tenses nya menggunakan past tense, tapi saya masih bingung , jika kata yang ditambah ‘ed’ dan kalimat yang beraturan dan tidak beraturan, jika tidak hafal maka susah untuk menentukannya, dan juga kesulitan nya saat menyusun kalimat.”

P : “Setelah saya menjelaskan kemarin , ada sedikit terbantu?”

S2 : “Iya, kami merasa sangat terbantu.”

P : “Menurut kalian kegiatan kemarin bagaimana?”

S1 : “Menyenangkan dan bermanfaat.”

P : “Apakah membosankan?”

S1,S2 : “Tidak, dan juga bisa untuk refreshing.”

P : “Menurut kalian cara saya mengajar dikelas bagaimana?”

S2 : “Enak, saat menjelaskan nya sangat jelas dan samapai kami paham.”

P : “Apakah kalian termotivasi dengan adanya latihan-latihan yang saya berikan?”

S1, S2 : “Iya, termotivasi.”

P : “Sebelumnya, apakah guru bahasa inggris sering memberikan latihan atau tugas-tugas kepada kalian?”

S1 : “Ada, seperti mengisi LKS.”

P : “Berapa kali?”

S1 : “Sering, jika materi nya sudah selesai, biasanya disuruh isi LKS.”

P : “Kemarin, kita menggunakan metode belajar kelompok, menurut kalian belajar berkelompok bisa membantu dan membuat termotivasi atau tidak, dibanding belajar sendiri?”

S1, S2 : “Iya, terbantu dan bisa bertukar pikiran.”

P : “Jika hasil latihan kalian dikoreksi dengan sesama teman, kalian terima atau tidak?”

S1 : “Ya terima-terima saja.”

P : “Lebih suka dikoreksi dengan guru atau teman?”

S2,S1 : “Ya sama guru.”

- P : “Kenapa?”
- S1 : “Kalo teman yang periksa saya masih ragu.”
- P : “Di group, apakah ada teman yang membantu?”
- S1, S2 : “Membantu saling mengoreksi.”
- P : “Contoh feedback nya bagaimana?”
- S1 : “Ngasih tau ini jawaban yang saya dan yang kamu bagaimana? ya seperti itu.”
- P : “Misalkan ada teman yang menjelaskan mana yang salah dan benar, apakah kalian terima dan mengerti maksud nya?”
- S1, S2 : “Mengerti.”
- P : “Bagaimana menurut kalian tentang menulis dalam coperative?”
- S2 : “Sangat membantu dan lebih efisien.”
- P : “Apakah susah menentukan tema secara individu?”
- S1, S2 : “Sedikit susah.”
- P : “Saat menulis text narative , apakah masih menemukan kesulitan?”
- S1 : “Kesulitan nya saat menentukan kata kerja.”
- P : “Tertarik atau tidak dengan materi-materi yang saya berikan?”
- S1, S2 : “Tertarik.”
- P : “Kenapa?”
- S2 : “Asik saja.”
- P : “Materinya gampang atau susah?”
- S1 : “Gampang-gampang susah..”
- P : “Sikap saya selama mengajar disini bagaimana?”
- S1, S2 : “Baik, asik.”
- P : “Apakah sudah selayaknya menjadi guru?”
- S1 : “Sudah selayaknya guru.”
- P : “Selama ini, apakah kalian dan semua teman-teman yang lain turut berpartisipasi dalam kegiatan?”
- S2 : “ada yang belum.”
- P : “Siapa ? laki-laki atau perempuan?”
- S2 : laki-laki.
- P : “Lebih percaya diri nulis bersama-sama atau nulis sendiri?”
- S1, S2 : “PD nulis dalam bahasa inggrisnya bersama-sama.”
- P : “Menurut kamu apa manfaat dari belajar mengajar ini?”
- S1 : “Saya yang dulunya tidak bisa, sekarang menjadi bisa.”
- P : “Kemarin tensis nya masih belum mengerti yang narrativenya?”
- S2 : “Dikit sih.”
- P : “Ingat atau tidak ?”
- S1, S2 : “Iya.”

Interview 12

- P : “selama ini masih menemukan kesulitan dalam menulis bahasa inggris ?”
- S3 : “masih.”
- P : “menurut kamu, proses belajar mengajar selama ini bagaimana ?
Aktivitasnya menyenangkan atau tidak ?”
- S3 : “menyenangkan.”

- P : “menurut kamu cara saya mengajar bagaimana?”
 S3 : “sudah cukup”
 P : “cara miss Tyas menyampaikan materinya bagaimana?”
 S3 : “ya cukup jelas.”
 P : “termotivasi ga?”
 S3 : “ada, termotivasi.”
 P : “apakah kamu menerima tulisanmu dikoreksi dengan temanmu?”
 S3 : “menerima mbak, kebanyakan kesalahan saya yang dikoreksi terdapat pada di kata kerja”
 P : “menurutmu bagaimana menulis berkelompok?”
 S3 : “lebih mengerti lebih bisa mbak.”
 P : “apakah kamu senang dengan aktifitas-aktifitasnya selama ini? Seperti menonton film kmaren, musik dan cerita naratif?”
 S3 : “iya senang.”
 P : “masih sulit menentukan tema/ide sendiri?”
 S3 : “masih”
 P : “masih banyak menemukan kesulitan menulis dalam bahasa inggris?”
 S3 : “iya berkurang kesulitannya, kemampuannya sedikit meningkat.
 Kesulitan yang masih mungkin sama kosakatanya mbak.”
 P : “Bagaimana dengan materi yang miss Tyas sampaikan?”
 S3 : “ga ngebosenin, jadi tertarik untuk belajar seperti cerita frozen ditayangkan movienya, lumayan bisa dimengerti mbak.”
- P : “Sikap dan attitude miss Tyas sewaktu mengajar bagaimana?”
 S3 : “baik , sabar, ramah”
 P : “kamu selama ini megikuti semua aktifitasnya tidak?”
 S3 : “hehehe ya..ya”
 P : “sudah percaya diri dalam menulis bahasa inggris?”
 S3 : “ya..”
 P : “manfaat yang kamu dapat dari pelajaran ini ada tidak?”
 S3 : “ya banyak mbak tentang teks narrative, menggunakan past tense, kata kerja bentuk ke dua juga was sama were tobe-nya.”

Interview 13

- P : “Masih banyak menemukan kesulitan dalam menulis bahasa inggris?”
 S4 : “iya masih banyak.”
 P : “menurutmu bagaiman kegiatan yang dilakukan selama berlangsungnya proses kbm ini selama 2 bulan terakhir ini?”
 S4 : “ya menyengangkan.”
 P : “bagaimana cara guru menyampaikan materi saat pelajaran bahasa inggris?”
 S4 : “ya cukup jelas dan pembawaannya menarik karena ada gambar2”
 P : “termotivasi ga?”
 S4 : “iya termotivasi sekali mbak.”
 P : “kamu menerima tidak tulisanmu dikoreksi oleh temanmu sendiri?”
 S4 : “ya menerima.”

- P : “menurutmu menulis bersama dengan anggota kelompok bagaimana?”
- S4 : “lebih gampang mengerjakan bersama teman kelompok daripada individu, menerjemahkannya juga ada yang membantu.”
- P : “jadi lebih senang bekerja dalam kelompok?”
- S : “iya lumayan senang.”
- P : “masih mengalami kesulitan mencari ide atau tema kalau menulis sendiri?”
- S4 : “kalau menulis sendiri masih susah, kalau bersama teman lebih mudah.”
- P : “Kesulitannya menulis dalam bahasa inggris masih banyak menemukan kesulitan?”
- S4 : “masih, masih mbak, bingung menentukan kata kerja yang irregular masih belum hafal.”
- P : “Apakah kamu tertarik dengan materi yang diberikan?”
- S4 : “iya tertarik.”
- P : “apakah mudah dimengerti?”
- S4 : “lumayan mudah dimengerti tapi juga tetap susah karena bahasa inggris.”
- P : “Sikap miss Tyas selama mengajar selama ini bagaimana ketika mengajar di kelas?”
- S4 : “Ya selalu tersenyum walaupun sudah dibully.”
- P : “Bagaimana menurutmu cara miss Tyas mengajar? Sudah baik belum?”
- S4 : “ya sudah lumayan baik, ga baik banget, ga jelek-jelek banget, standarlah.”
- P : “apakah kamu mengikuti semua kegiatan ketika kbm berlangsung?”
- S4 : “iya mengikuti mbak mau ga mau.”
- P : “Sudah cukup percaya diri ketika menulis dalam bahasa inggris?”
- S4 : “Ya lumayan sedikit-sedikit mbak daripada yang dulu.”
- P : “apa manfaat yang kamu bisa ambil dari semua pelajaran ini?”
- S4 : “Ya ada, sekarang sudah bisa menggunakan kata kerja dalam bentuk past tense dalam menulis narrative text.”
- P : “ok, terima kasih ya Dimas.”

INTERVIEW 14

- R : “Bagaimana setelah kegiatan pembelajaran? Apa masih banyak kesulitan menulis?”
- S5 : “asik Miss, kalau kesulitan sedikit-dikit ada tapi masih tadi kan masih bisa dibantu sama temen sama miss juga”
- R : “Menurutmu tadi penyampaian Miss di kelas bagaimana?”
- S5,S6 : “jelas kok Miss.”
- R : “jadi ada keinginan untuk belajar menulis lagi ga?”
- S5 : “Ya pasti mau lah Miss.”
- R : “Tadi sewaktu bekerja dalam kelompok bagaimana ketika teman dan guru memberi feedback?”
- S6 : “iya, tadi waktu koreksi masih ada kesalahan di verb 2 nya ada yang lupa itu beraturan atau tidak beraturan, makanya tadi tanya sama Miss ini yang benar yang mana.”
- R : “Tapi sekarang sudah paham kan?”
- S6 : “Iya, miss.”

- R : “Diingat-inget ya, dihafalin. Tadi ada masalah ga waktu kerja kelompok gitu?”
- S6 : “Seneng ada yang ngeyel kalo dikasih tahu kadang.”
- R : “Ada positivenya ga dari berkelompok tadi?”
- S5 : “iya, emang lebih enak kalau belajar bareng-bareng gitu apalagi kalau anggotanya asyik buat diajak diskusi.”
- R : “Kalau menuangkan idenya bagaimana?”
- S5 : “Kalau waktu nulis bareng-bareng itu ga terlalu sulit. Kalau ide kadang tergantung ceritanya sih Miss”
- R : “jadi suka belajar bareng-bareng dalam kelompok gitu?”
- S5,S6 : “Iya, lebih banyak membantu.”
- R : “aktifitas-aktifitasnya gimana?”
- S5 : “lebih seru karena bisa nonton film juga hehehe tugasnya ga terlalu banyak kayak kemaren.”
- S6 : “nonton film lebih menghibur kan mbak daripada baca ceritanya gitu kadang ngantuk e.”
- R : “jadi waktu nulis, masih suka ada kesulitan?”
- S5 : “kesulitan apa ya kalau ada kata yang belum tahu bahasa inggrisnya.”
- R : “jadi kosakata ya, terus ada lagi?”
- S6 : “apa ya? Ga begitu sulit menurutku haha..”
- R : “jadi sudah banyak peningkatan nih?”
- S6 : “iya terutama kalau past tense udah banyak kata kerja tak beraturan yang hafal sih , tugasnya banyak banget.”
- R : “jadi banyak manfaatnya?”
- S6 : “iya ada, sekarang udah tahu gimana nulis cerita itu pakai past tense. Langsung dikoreksi juga bareng-bareng.”
- R : “materinya bagaimana? Mudah atau susah dimengerti?”
- S5 : “gampang-gampang susah.”
- R : “Menarik tidak materinya?”
- S5 : “cerita gitu suka, bisa nonton filmnya juga.”
- R : “isi materinya gimana? Paham?”
- S5, S6 : “Jelas, paham.”
- R : “Kalian mengikuti dan mengerjakan semua tugasnya tadi kan?”
- S5 : “iya semuanya ngerjain.”
- R : “sudah cukup bisa buat menulis belum?”
- S5 : “Lumayan, hehe.”
- R : “Lumayan gimana? Ada peningkatan ga?”
- S5 : “Maksudnya ya lebih baik lah, awalnya mau merangkai kata jadi kalimat aja belum begitu paham gimana yang bener”
- S6 : “iya misal dulu tahu bahasa inggrisnya tapi masih salah kalau buat kalimatnya.”
- R : “jadi bermanfaat ya pembelajarannya?”
- S5,S6 : “iyalah Miss.”

Hari, tanggal : Senin, 28 April 2014

Tempat : Ruang kelas XI IPS 1

P : Peneliti

G : Guru Bahasa Inggris

P melakukan wawancara langsung dengan guru Bahasa Inggris yang telah mengamati implementasi cycle II

Interview 15

P : “Menurut pendapat Bapak bagaimana aktifitas yang diimplementasikan selama Cycle II?”

G : “Sudah bagus mbak, lebih terfokus ke proses writingnya. Perubahannya terlihat sekali, semuanya lebih fokus dan mengikuti dengan baik. Menonton film dan mendengarkan musik yang disukai oleh anak itu juga membuat anak merasa tertarik.

P : “Peran guru ketika mengajar tadi bagaimana pak?”

G : “Iya sudah baik, terus memonitor anak dan peka terhadap kesulitan anak. Anak-anak juga merasa tidak enggan untuk bertanya untuk mengklarifikasi kepada guru itu sudah bagus.

P : “Menurut bapak bagaimana dengan motivasi dan percaya diri mereka ketika menulis?”

G : “Mereka lebih terlihat tertarik ya, dan timbul motivasi untuk belajar. Mungkin ini karena mereka sudah bisa get along dengan teman-teman satu grup dan bekerja bersama untuk bisa mendapatkan nilai yang baik dan reward tadi.”

P : “Menurut bapak tadi bagaimana feedback yang diberikan saat strategi dari kooperatif learning ini di implementasikan?”

G : “Kalau feedback antara teman satu grup itu sudah cukup baik, walaupun kemampuan mereka masih rata-rata. Yang paling berperan sekali itu feedback dari guru, dengan memberikan mereka refleksi terhadap kekurangan dan kesalahan menulis sebelumnya. Kalau diingatkan diingatkan terus diberi drill begitu hasilnya memang lebih bagus tapi ya memang kalau writing itu lebih memakan waktu yang lama kalau dikerjakan di dalam kelas.

P : “Menurut bapak bagaimana mengenai metode cooperative learning setelah diimplementasikan?”

G : “Bagus sekali, karena peningkatannya sudah bisa terlihat kalau dibandingkan dulu ketika pre-test yang masih kurang sekali. Bisa dilihat dari process dan hasil dari writing anak-anak. Anak-anak ini lebih suka bekerja kelompok dan anak yang tadinya kurang memperhatikan ketika dimasukkan dalam kelompok yang terdapat anak yang rajin akan terbawa untuk lebih fokus belajar. ”

P : “Menurut bapak apakah siswa masih mengalami kesulitan ketika menulis?”

G : “Kesulitan pasti masih ada, tapi kelihatan sudah banyak berkurang. Karena kemampuan mereka masih rata-rata jadi masih butuh arahan, disini untuk feedback dari writing lebih banyak dari guru. Karena ini menggunakan cooperative learning maka lebih efisien dimana guru tidak perlu memonitor anak per individu, menanyakan kesulitan mereka satu

per satu tetapi cukup di dalam kelompok itu dan memberi arahan dan masukan dan mereka nanti akan bisa saling mengingatkan dan memberi masukan.”

P : “Apakah materi dan kegiatan yang diberikan sudah urut?”

G : “Sudah baik, urut dan urut dimulai dari yang guided tasks kemudian semi guided and free guided.”

P : “Apakah materi yang diberikan sesuai dengan kemampuan rata-rata siswa?”

G : “Saya rasa sudah, cukup challenging untuk anak.”

P : “Bagaimana kemampuan guru ketika mengajar di dalam kelas?”

G : “Sudah baik sekali, selayaknya gurulah sudah cukup berkompeten. Peka terhadap siswa, tidak begitu tegang dan bisa cepat dekat dengan anak-anak, jadi membuat suasana kelas itu nyaman untuk belajar. Kalau anak sudah tidak suka dengan guru itu akan sulit sekali untuk belajar.”

P : “Terima kasih pak. Kemudian menurut bapak sikap siswa selama mengikuti kegiatan belajar mengajar bagaimana?”

G : “Sudah menunjukkan sikap positive, semuanya mengikuti dengan baik secara keseluruhan sudah baik. Terutama untuk anak laki-laki ini ya beberapa yang biasanya dulu kurang memperhatikan, ikut berpartisipasi penuh. Sebenarnya, mereka itu bisa kalau berkeinginan untuk belajar. Karena terpengaruhi dengan sesama teman-temannya. Sikap mereka ikut berubah ketika dikelompokkan dengan murid yang fokus belajar, maka mereka sendiri terbawa untuk belajar juga.”

P : “Apakah ada progress setelah siswa mengikuti kegiatan belajar mengajar dengan cooperative learning ini pak?”

G : “Dari kemampuan writing mereka terlihat sekali progressnya dari cycle I lanjut ke cycle II. Pada awalnya mereka masih belum mengerti tentang narrative menggunakan tenses apa, sekarang semuanya sudah paham dan bisa menggunakan past tense terutama simple past tense ya mbak. Dulu masih banyak sekali yang belum tahu atau lupa walaupun dikelas X mereka sebenarnya sudah pernah belajar.”

P : “Jadi penelitian ini sudah cukup pak?”

G : “Iya sudah bisa terlihat peningkatan yang berarti saya rasa sudah cukup. Mungkin bisa dilanjutkan untuk post testnya. Karena ini jadwalnya banyak libur dan terbatas sekali, bagaimana kalau post-test nya menggunakan hasil menulis siswa ketika independent construction of the text saja.”

P : “Iya baik, pak kalau begitu. Terima kasih banyak atas bantuannya.”

COURSE GRID OF CYCLE I

School	: SMA Negeri 1 Seyegan
Class/Semester	: XI IPS 1/II
Subject	: English
Academic Year	: 2013/2014
Standard of Competence	: 12. Expressing the meaning in the short functional text and short essay in the form of narrative, spoof, and hortatory exposition in the daily life context.
Basic Competence	: 12.1 Expressing the meaning in the short functional text accurately, fluently, and appropriately in the daily life context. 12.2 Expressing in the meaning and rhetorical steps in the short essay in the form of narrative, spoof, and hortatory exposition text accurately, fluently, and appropriately in the daily life context.

Cycle	Indicators	Materials	Activities	Assessment	Time
I	a. identifying the types of narrative text b. identifying the past tenses used in the narrative c. identifying the signal words used in the narrative d. completing the sentences based on the narrative text e. arranging and writing the	1. Narrative texts a. The Three Little Pigs b. Snow White c. The Legend of Tangkuban Perahu 2. The function and characteristic of the narrative text a. The function of the narrative text is to entertain and amuse the readers. There are some genres of literary text which fit to be classified as the narrative text, such as folktales, fables,	1. BKOF a. Answering questions related to the narrative text orally b. Matching the story with its type in groups 2. MOT a. Reading a narrative text and completing the sentences related to the story in groups b. Collecting and write the verbs and signal	BKOF a. $4 \times 25 = 100$ MOT Task 1. $5 \times 20 = 100$ Task 2. $15 \times 20/3 = 100$ Task 3. $5 \times 20 = 100$ Task 4. $10 \times 10 = 100$ Task 5. $15 \times 20/3 = 100$	6x40'

	<p>jumbled paragraphs into a good narrative</p> <p>f. completing the table of characters and setting based on the text provided</p> <p>g. changing the verbs into the past forms</p> <p>h. Completing the summary of the narrative text in groups</p> <p>i. Writing a short narrative text individually</p>	<p>legend, fairytales, and myth.</p> <p>b. The narrative text includes</p> <p>1) Orientation → it sets the scenes and introduces the participants.</p> <p>2) Complication → the crisis arises.</p> <p>3) Resolution → the crisis is resolved, for better or worse.</p> <p>c. Language features:</p> <p>1) Narrative uses past tenses</p> <p>a) Simple Past Tense Pattern: S + V2 Eg. <i>I played the piano last week.</i> Pattern: S + was/were + adj/noun/complement Eg. <i>She was really short.</i></p> <p>b) Past Continuous Tense Pattern: S + was/were + Ving Eg. <i>He was watching the match.</i></p>	<p>words found in the story</p> <p>c. Rewriting the jumbled paragraphs of Snow White into a good narrative</p> <p>d. Completing the table of characters and setting based on the story “Snow White”</p> <p>e. Changing the verbs in the brackets into the correct form.</p> <p>3. JCOT</p> <p>a. Reading a narrative story “The Forest Fairy” and complete the summary in groups.</p> <p>4. ICOT</p> <p>a. Writing a short narrative text entitled “A Greedy Dog” individually</p>	<p>JCOT & ICOT (Writing Scoring Rubric by Jacob et al. (1981) in Weigle (2002))</p> <p>Task 6 & Task 7</p>	
--	---	---	--	--	--

		<p>c) Past Future Tense Pattern: S + would + V1 Eg. <i>The tiger would enter the hut if the door was open.</i></p> <p>d) Past Perfect Tense Pattern : S + had + V3 Eg. <i>The old man had prepared something behind the door.</i></p> <p>d. It also uses chronological order, for example : <i>once upon a time, one day, then, meanwhile, a long time ago, later, etc.</i></p> <p>e. Vocabulary built (v) wanted (v) decided (v) appeared (v) blew (v) arrived (v) disappeared (v) scared (v)</p>			
--	--	--	--	--	--

COURSE GRID OF CYCLE II

School : SMA Negeri 1 Seyegan

Class/semester : XI IPS 1/II

Subject : English

Academic Year : 2013/2014

Standard of Competence : 12. Expressing the meaning in the short functional text and short essay in the form of narrative, spoof, and hortatory exposition in the daily life context.

Basic Competence : 12.1 Expressing the meaning in the short functional text accurately, fluently, and appropriately in the daily life context.

12.2 Expressing in the meaning and rhetorical steps in the short essay in the form of narrative, spoof, and hortatory exposition text accurately, fluently, and appropriately in the daily life context.

Cycle	Indicators	Materials	Activities	Assessment	Time
II	a. Writing down adjective words related to their feelings when listening to the frozen ost. b. Identifying the elements of narrative in the frozen movie they have watched. c. Revising a narrative draft entitled The Prince and The Pauper that	1. Narrative texts a. The Prince and The Pauper 2. The function and characteristic of the narrative text a. The function of the narrative text is to entertain and amuse the readers. There are some genres of literary text which fit to be classified as the narrative text, such as folktales, fables, legend, fairytales, and myth.	1. BKOF a. Answering questions related to the narrative text orally b. Writing down their feeling as the students are listening to the frozen ost. 2. MOT a. Watching Frozen Movie (English text provided) b. Identifying the elements in the movie (setting, characters, problem, events) in groups. c. Revising a narrative draft.	(Writing Scoring Rubric by Jacob et al. (1981) in Weigle (2002)) Task 6 & Task 7	6x40'

	<p>contains many mistakes.</p> <p>d. completing the summary of the film they have watched</p> <p>e. writing a short narrative individually</p>	<p>b. The narrative text includes</p> <ol style="list-style-type: none"> 1) Orientation → it sets the scenes and introduces the participants. 2) Complication → the crisis arises. 3) Resolution → the crisis is resolved, for better or worse. <p>c. Language features:</p> <ol style="list-style-type: none"> 1) Narrative uses past tenses 2) Simple Past Tense Pattern : S + V2 Eg. <i>I played the piano last week.</i> Pattern: S + was/were + adj/noun/complement Eg. <i>She was really short.</i> <i>They were great students.</i> 3) Past Continuous Tense Pattern : S + was/were + Ving Eg. <i>He was watching the match.</i> 4) Past Future Tense Pattern : S + would + V1 Eg. <i>The tiger would enter the hut if the door was open.</i> 	<p>3. JCOT</p> <ol style="list-style-type: none"> a. Continuing and writing the resolution of the movie that had been cut with their own ideas. b. Writing around in groups to make a draft of the story c. Editing and revising for the final draft d. Three-minute-review to clarify questions during the discussion. <p>4. ICOT</p> <ol style="list-style-type: none"> a. The students write a short narrative text from Indonesia b. The students do praise-question-polish on other's students' writing. c. The students revise and rewrite their work based on the feedback they get. 		
--	--	--	--	--	--

		<p>5) Past Perfect Tense Pattern : S + had + V3 Eg. <i>The old man had prepared something behind the door.</i></p> <p>d. It also uses chronological order, for example : <i>once upon a time, one day, then, meanwhile, a long time ago, later, etc.</i></p>			
--	--	--	--	--	--

LESSON PLAN I **(Cycle I)**

School	: SMAN 1 Seyegan
Grade/Semester	: XI/2
Subject	: English
Text Type	: Narrative
Language Skill	: Writing
Time	: 3 Meetings (3 x 45 minutes)

A. STANDARD OF COMPETENCIES

- 12. Expressing the meaning in the short functional text and short essay in the form of narrative, spoof, and hortatory exposition in the daily life context

B. BASIC COMPETENCIES

- 12.1 Expressing the meaning in the short functional text accurately, fluently, and appropriately in the daily life context
- 12.2 Expressing in the meaning and rhetorical steps in the short essay in the form of narrative, spoof, and hortatory exposition text accurately, fluently, and appropriately in the daily life context

C. INDICATORS

- a. Identifying the types of narrative text
- b. Identifying the past tenses and signal words in the narrative text provided in groups
- c. Completing the sentences based on the narrative text provided in groups
- d. Arranging and writing jumbled paragraphs into a good narrative in groups
- e. Completing the table of characters and setting based on the text provided in groups
- f. Changing the verbs into the past form in groups
- g. Completing the summary of the narrative text provided in groups
- h. Writing a short narrative text individually

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to write a narrative text accurately, fluently, and appropriately in the daily life context.

E. LEARNING MATERIAL

- a. Narrative text
 - 1. **THE THREE LITTLE PIGS**

Once upon a time, there were three little pigs that were going to build a house to be safe of the wolf, who was hanging around some days before, destroying houses to eat the pigs inside.

The three little pigs were different, so each pig built a different house. Fatty was the youngest, he wanted to finish soon, so decided to build a house of straw and then go to play with the other little pigs.

Hammy, the middle brother built a house of sticks, it wouldn't take him much time either, so he could go to play when he had finished. Porky, the oldest brother, decided to build his house of bricks, even if it was going to take him longer, it was going to be a very resistant house and it would be a safe place.

One day the wolf appeared and the three little pigs started to run away to Fatty's house made of straw. But the wolf huffed and puffed and blew down the house, so the three little pigs started to run away to Hammy's house. The furious wolf followed them until the house of sticks, and huffed and puffed and blew down that house too. So they started to run away again to Porky's house.

The three little pigs were really scared, when the wolf arrived he huffed and puffed but he couldn't blow down the house of bricks. So he gave up and disappeared, and the three little pigs never saw him again.

2. SNOW WHITE

Once upon a time there lived a beautiful princess named Snow White, she grew up and became ever more beautiful. Her stepmother was very jealous, she could not stand that Snow White was more beautiful than her.

One day she ordered a huntsman to take Snow white to the forest and kill her. But the huntsman was not that cruel and freed her – "Snow white, find somewhere to hide and don't get out".

Snow White was really sad hanging around the forest when she found a little house and went inside. There was nobody inside, only seven tiny beds in the bedroom and slept on one of them. The seven dwarfs arrived home and found Snow White sleeping.

The stepmother who was actually a witch found out that Snow White was still alive and was living with the seven dwarfs in the woods. She disguised herself as an old woman and went to the woods with a poisoned red apple.

When the seven dwarfs arrived found Snow White lying on the floor. They were very upset, only a kiss of a prince would wake her up.

And so, one day, a gorgeous prince found Snow White and kissed her and they lived happily ever after.

3. THE LEGEND OF TANGKUBAN PERAHU

A long time ago, lived Dayang sumbi. She had a son, his name was Sangkuriang. Because of disobedience, Dayang sumbi cast away Sangkuriang.

After many years in exile. Sangkuriang met a beautiful girl, and wanted to marry her. But he didn't know that girl was Dayang Sumbing. But she realized that he was Sangkuriang before wedding day. So, she wanted to prevent the marriage, she asked Sangkuriang to build a dam on the river and a large boat to cross the river before sunrise. When Dayang Sumbi knew that his tasks almost

completed, she asked her workers to spread silk clothes east of city to impression sunrise.

Sangkuriang was fooled, and upon believing that he had failed, kicked the dam and the unfinished boat, resulting in severe flooding and the creation of Tangkuban Perahu from the hull of the boat.

- b. The function and characteristic of the narrative text
 - The function of the narrative text is to entertain and amuse the readers. There are some genres of literary text which fit to be classified as the narrative text, such as folktales, fables, legend, fairytales, and myth.
The narrative story can be funny, sad, frightening, happy ending, or ordinary.
 - The narrative text includes
 - ✓ Orientation → it sets the scenes and introduces the participants.
 - ✓ Complication → the crisis arises.
 - ✓ Resolution → the crisis is resolved, for better or worse.
- c. Language features:
 - Narrative uses past tenses
 - Simple Past Tense
Pattern : S + V2
Eg. *I played the piano last week.*
 - Pattern : S + was/were + adj/noun/complement
Eg. *She was really short.*
They were great students.
 - Past Continuous Tense
Pattern : S + was/were + Ving
Eg. *He was watching the match.*
***We were having breakfast** when the accident happened.*
 - Past Future Tense
Pattern : S + would + V1
Eg. ***The tiger would enter** the hut if the door was open.*
 - Past Perfect Tense
Pattern : S + had + V3
Eg. ***The old man had prepared** something behind the door.*
 - It also uses chronological order, for example : *once upon a time, one day, then, meanwhile, a long time ago, later, etc.*

F. TEACHING-LEARNING METHOD

Genre Based Approach

Consisting of:

- Building Knowledge of the Field (BKOF)
- Modelling of the Text (MOT)
- Joint Construction of the Text (JCOT)
- Independent Construction of Text (ICOT)

G. TEACHING-LEARNING ACTIVITIES

❖ MEETING 1 (2x 45 minutes)

1. Pre-Activities

Opening

- a. The researcher greets the students.
- b. The reasearcher leads the prayer.
- c. The researcher checks the students' attendance list.

2. Main Activities

A. Building Knowledge of the Field

- a. Telling the students what they are going to learn.
- b. The students answer the researcher's question about the narrative story in Indonesia.
- c. Setting the students in groups.
- d. The students match the pictures with the correct type of narrative story.

B. Modelling of the Text

- a. The students read the narrative text provided by the researcher in groups.
- b. Asking the students whether they find any difficult words.
- c. The students complete the sentences based on the narrative they have read in groups.
- d. Explaining the generic structure of the narrative text.
- e. The students collect and write the verbs and signal words they find in the text in groups.
- f. Explaining the language features used in the narrative text.
- g. The students change the verbs into the past form in groups.
- h. The students rewrite the jumbled paragraphs into a good narrative text in groups.
- i. The students complete the table of characters and setting based on the story in groups

❖ MEETING 2 (2x 45 minutes)

C. Joint Construction of the Text

- a. The students read the story provided by the researcher.
- b. The students write around and complete the summary in groups.
- c. The students praise-question-polish their first draft.
- d. The students exchange their work with the other groups'.

- e. The students correct and give feedback other groups' work in groups.
- f. The students revise their work based on the feedback given by other groups.
- g. Applying three minute review in which she gives a short time for the group members to review what has been said, ask clarifying questions or answer some questions during the discussion.

❖ **MEETING 3 (2x45 minutes)**

D. Independent Construction of the Text

- a. The students develop and make a draft of narrative story "a greedy dog"
- b. The students write the narrative text individually.
- c. The students exchange their narrative text to the other students.
- d. The students do praise-question-polish on other students' writing
- e. The students revise and rewrite their work based on the feedback they get.

3. Post-Activities

Closing

- a. The students and the researcher make a summary of the teaching and learning process together.
- b. The students and the researcher make a reflection towards the teaching and learning process together.
- c. The researcher gives feedback towards the process and the result of the teaching and learning process.
- d. The researcher leads the prayer and says goodbye.

H. ASSESSMENT

a. BKOF & MOT

Task 1 – Task 5

$$\frac{\text{Student's score}}{\text{Max. score}} \times 100 = \text{Score}$$

b. JCOT & ICOT (Writing Scoring Rubric by Jacob et al. (1981) in Weigle (2002))

Task 6 –Task 7

Aspect of Writing	The range of the score	Level
CONTENT	30-27	Excellent to Very good: knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26-22	Good to Average : some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks of detail

	21-17	Fair to Poor : Limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor : does not show knowledge of subject – non-substantive – not pertinent – not enough to evaluate
ORGANIZATION	20-18	Excellent to Very good: Fluent expression – idea clearly stated/supported – well-organized – logical sequencing – cohesive
	17-14	Good to Average : Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to Poor : Non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor : Does not communicate – no organization – not enough to evaluate
VOCABULARY	20-18	Excellent to Very good : Sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register
	17-14	Good to Average : Adequate range – occasional errors of word/idiom form, choice, usage, but meaning not obscured
	13- 10	Fair to Poor : Limited range – frequent errors of word/idiom form, choice, usage meaning confused or obscured
	9-7	Very poor : Essentially translation –little knowledge of English vocabulary, idioms, word form – not enough to evaluate
LANGUAGE USE	25 -22	Excellent to Very good: Effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21 – 18	Good to Average : Effective but simple construction – minor problems in complex constructions – several errors of agreement, tense, number, word

		order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17 -11	Fair to Poor: Major problems in simple/complex, constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.
	10 -5	Very good: Virtually no mastery of sentence construction rule – dominated by errors – does not communicate – not enough to evaluate
MECHANICS	5	Excellent to Very good: Demonstrated mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to Average : Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Fair to Poor : Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting but meaning not obscured
	2	Very poor: No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – not enough to evaluate

I. LEARNING SOURCES AND MEDIA

1. Board markers
2. Pictures
3. Priyana, Joko. 2008. *Interlanguage: English for Senior High School Students XI Science and Social Study Program*. Jakarta: BSE.
4. Students' worksheet
5. shortshories.net
6. Weigle, S. C. 2002. *Assessing Writing*. Cambridge: Cambridge University.

BKOF**Questions**

1. Do you know the stories on the screen?
2. If so, can you tell the titles of the stories, the characters and what happened to the characters?
3. What do you learn from the stories?

In groups match the story with its type. The notes in the box may help you.



fable

legend

Fairy tale

Folk tale

Taken from: Jaka Priyana Interlanguage kelas XI page 78

Fable : moral stories, usually about animals, making them seem like human beings.

Legend : stories from the past which may not be based on fact.

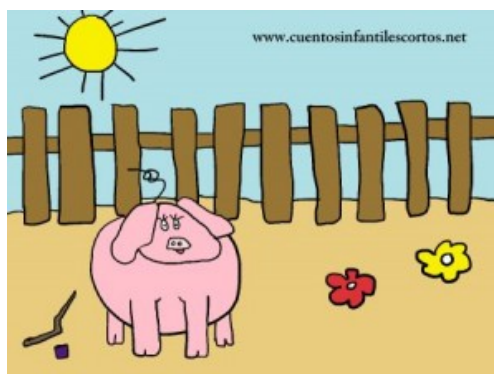
Folktale : traditional stories passed down from one generation to the next.

Fairytale : children's stories about fairies, princesses, giants, etc.

MOT

Task 1. Read the following story and then complete the sentences in groups.

THE THREE LITTLE PIGS



Once upon a time, there were three little pigs that were going to build a house to be safe of the wolf, who was hanging around some days before, destroying houses to eat the pigs inside.

The three little pigs were different, so each pig built a different house. Fatty was the youngest, he wanted to finish soon, so decided to build a house of straw and then go to play with the other little pigs. Hammy, the middle brother built a house of sticks, it wouldn't take him much time either, so he could go to play when he had finished. Porky, the oldest brother, decided to build his house of bricks, even if it was going to take him longer, it was going to be a very resistant house and it would be a safe place.

One day the wolf appeared and the three little pigs started to run away to Fatty's house made of straw. But the wolf huffed and puffed and blew down the house, so the three little pigs started to run away to Hammy's house. The furious wolf followed them until the house of sticks, and huffed and puffed and blew down that house too. So they started to run away again to Porky's house.

The three little pigs were really scared, when the wolf arrived, he huffed and puffed but he couldn't blow down the house of bricks. So he gave up and disappeared, and the three little pigs never saw him again.

taken from

shortstories.net

1. Three pigs were going to build ...
2. The wolf was hanging around and destroying...
3. Fatty wanted to build a house of ..., Hammy built a house of ... and Porky decided to build a house of ...

4. The wolf appeared and ... and ... and ... down Fatty's and Hammy's house.
5. The three little pigs were really ... when the wolf arrived, he couldn't ... the house of bricks.

Task 2. Collect and write the verbs and signal words you find in the story in Task 1 in groups.

Verbs	Signal words
Built	Once upon a time

Task 3. Rewrite the following jumbled paragraphs into a good narrative "Snow White" in groups.

The stepmother who was actually a witch found out that Snow White was still alive and was living with the seven dwarfs in the woods. She disguised herself as an old woman and went to the woods with a poisoned apple.

Snow White was really sad hanging around the forest when she found a little house and went inside. There was nobody inside, only seven tiny beds in the bedroom and slept on one of them. The seven dwarfs arrived home and found Snow White sleeping.

So, one day she ordered a huntsman to take Snow white to the forest and kill her. But the huntsman was not that cruel and freed her – "Snow white, find somewhere to hide and don't get out".

Once upon a time there lived a beautiful princess named Snow White, she grew up and became ever more beautiful. Her stepmother was very jealous, she could not stand that Snow White was more beautiful than her.

When the seven dwarfs arrived found Snow White lying on the floor. They were very upset, only a kiss of a prince would wake her up. And so, one day, a gorgeous prince found Snow White and kissed her and they lived happily ever after.

Taken from shortstories.net

Task 4. Complete the table based on the story in the Task 3 in groups.

Characters	Characteristics
	:
	:
	:
Setting	
Place	:
Time	:
How the story began	:
Problems	:
How the story ended	:

Task 5. Change the verbs in the brackets into the correct forms in groups.

A long time ago, there 1____(live) Dayang sumbi. She 2____(have) a son, his name 3____(be) Sangkuriang. Because of disobedience, Dayang sumbi 4____(cast) away Sangkuriang.

After many years in exile. Sangkuriang 5____(meet) a beautiful girl, and 6____(want) to marry her. But he 7____(do) not know that girl 8____(be) Dayang Sumbing. But she 9____(realize) that he 10____(be) Sangkuriang before the wedding day. So, she 11____(want) to prevent the marriage, she 12____(ask) Sangkuriang to build a dam on the river and a large boat to cross the river before sunrise. When Dayang Sumbi 13____(know) that his tasks almost completed, she 14____(ask) her workers to spread silk clothes east of city to impression sunrise. Sangkuriang was fooled, and upon believing that he had failed, 15____(kick) the dam and the unfinished boat, resulting in severe flooding and the creation of Tangkuban Perahu from the hull of the boat.

JCOT

Task 6. Rewrite the story of Tangkuban Perahu with your own words in groups.

ICOT

Task 7. Finish the following story. Pay attention to the text organization of a narrative.

A Greedy Dog

One day, a dog felt very hungry. He found a big, juicy bone at the market. He quickly carried it in his mouth and ran off to find a place to eat it.

On his way, he came to a stream which had very clear water. He started to walk across it.

.....

.....

.....

.....

.....

.....

.....

.....

LESSON PLAN II (Cycle II)

School	: SMAN 1 Seyegan
Grade/Semester	: XI/2
Subject	: English
Text Type	: Narrative
Language Skill	: Writing
Time	: 3 Meetings (6 x 45 minutes)

A. STANDARD OF COMPETENCIES

12. Expressing the meaning in the short functional text and short essay in the form of narrative, spoof, and hortatory exposition in the daily life context

B. BASIC COMPETENCIES

- 12.1 Expressing the meaning in the short functional text accurately, fluently, and appropriately in the daily life context
- 12.2 Expressing in the meaning and rhetorical steps in the short essay in the form of narrative, spoof, and hortatory exposition text accurately, fluently, and appropriately in the daily life context

C. INDICATORS

- a. Listing adjective about how they feel while listening to frozen ost
- b. Identifying the elements of narrative in the frozen movie they have watched
- c. Changing the verbs into past tense
- d. completing the summary of the frozen movie
- e. writing a short narrative text individually

D. LEARNING OBJECTIVES

By the end of the lesson, the students are expected to be able to produce a short narrative story accurately, fluently, and appropriately

E. LEARNING MATERIAL

1. Frozen 2013 Movie
2. The function and characteristic of the narrative text
 - a. The function of the narrative text is to entertain and amuse the readers. There are some genres of literary text which fit to be classified as the narrative text, such as folktales, fables, legend, fairytales, and myth. The narrative story can be funny, sad, frightening, happy ending, or ordinary.
 - b. The narrative text includes
 - 1) Orientation → it sets the scenes and introduces the participants.
 - 2) Complication → the crisis arises.
 - 3) Resolution → the crisis is resolved, for better or worse.

- c. Language features:
- 1) Narrative uses past tenses
 - a) Simple Past Tense

Pattern : S + V2

Eg. *I played the piano last week.*

Pattern : S + was/were + adj/noun/complement

Eg. *She was really short.*
They were great students.
 - b) Past Continuous Tense

Pattern : S + was/were + Ving

Eg. *He was watching the match.*
We were having breakfast when the accident happened.
 - c) Past Future Tense

Pattern : S + would + V1

Eg. *The tiger would enter the hut if the door was open.*
 - d) Past Perfect Tense

Pattern : S + had + V3

Eg. *The old man had prepared something behind the door.*
 - d. It also uses chronological order, for example : *once upon a time, one day, then, meanwhile, a long time ago, later, etc.*

F. TEACHING-LEARNING METHODS

Genre Based Approach

Consisting of:

1. Building Knowledge of the Field (BKOF)
2. Modelling of the Text (MOT)
3. Joint Construction of the Text (JCOT)
4. Independent Construction of Text (ICOT)

G. TEACHING-LEARNING ACTIVITIES

❖ MEETING 1 (2x 45 minutes)

1. Pre-Activities

Opening

- a. The researcher greets the students.
- b. The reasearcher leads the prayer.
- c. The researcher checks the students' attendance list.

2. Main Activities

A. Building Knowledge of the Field

- a. The researcher tells the students what they are going to learn.

- b. The students answer the researcher's question about what they have learnt about narrative story.
- c. The researcher plays the audio of frozen movie ost.
- d. The students listen to Frozen original soundtrack and write how they feel on a piece of paper.

B. Modelling of the Text

- a. The students watch the Frozen movie (English text provided) .
- b. The students identify the elements in the movie (setting, characters, problem, events) in groups.
- c. The students revise a narrative text "The Prince and The Pauper" that contains many mistakes.

❖ **MEETING 2 (2x 45 minutes)**

C. Joint Construction of the Text

- a. The students make a buzz group to brainstorm and exchange ideas before they start writing the resolution part of the movie that was cut in the previous meeting.
- b. Each student makes a draft with the group members.
- c. The students do praise-question-polish to give feedback on their first draft.
- d. The students edit and revise to produce the final draft in groups.
- e. The teacher applies three minute review in which she gives a short time for the group members to review what has been said, ask clarifying questions or answer some questions during the discussion.

❖ **MEETING 3 (1 x 45 minutes)**

D. Independent Construction of the Text

- a. The students write a short narrative text.
- b. The students do **praise-question-polish** on other students' writing.
- c. The students revise and rewrite their work based on the feedback they get.

3. Post-Activities

Closing

- a. The students and the researcher make a summary of the teaching and learning process together.
- b. The students and the researcher make a reflection towards the teaching and learning process together.
- c. The researcher gives feedback towards the process and the result of the teaching and learning process.
- d. The researcher leads the prayer and says goodbye.

H. ASSESSMENT

(Writing Scoring Rubric by Jacob et al. (1981) in Weigle (2002))

Aspect of Writing	The range of the score	Level
CONTENT	30-27	Excellent to Very good: knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26-22	Good to Average : some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks of detail
	21-17	Fair to Poor : Limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor : does not show knowledge of subject – non-substantive – not pertinent – not enough to evaluate
ORGANIZATION	20-18	Excellent to Very good: Fluent expression – idea clearly stated/supported – well-organized – logical sequencing – cohesive
	17-14	Good to Average : Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to Poor : Non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor : Does not communicate – no organization – not enough to evaluate
VOCABULARY	20-18	Excellent to Very good : Sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register
	17-14	Good to Average : Adequate range – occasional errors of word/idiom form, choice, usage, but meaning not obscured
	13- 10	Fair to Poor : Limited range – frequent errors of word/idiom form, choice, usage meaning confused or

		obscured
	9-7	Very poor : Essentially translation –little knowledge of English vocabulary, idioms, word form – not enough to evaluate
LANGUAGE USE	25 -22	Excellent to Very good: Effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21 – 18	Good to Average : Effective but simple construction – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17 -11	Fair to Poor: Major problems in simple/complex, constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.
	10 -5	Very good: Virtually no mastery of sentence construction rule – dominated by errors – does not communicate – not enough to evaluate
MECHANICS	5	Excellent to Very good: Demonstrated mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to Average : Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Fair to Poor : Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting but meaning not obscured
	2	Very poor: No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – not enough to evaluate

I. LEARNING SOURCES AND MEDIA

1. Board markers
2. Pictures
3. Priyana, Joko. 2008. *Interlanguage: English for Senior High School Students XI Science and Social Study Program*. Jakarta: BSE.
4. Students' worksheet
5. shortshories.net
6. Weigle, S. C. 2002. *Assessing Writing*. Cambridge: Cambridge University.

Task 1. Write down what you feel while you listen to the music you heard.

Task 2. Identify the elements of a narrative story based on the film you just watched.

Characters	Characteristics
	:
	:
	:
Setting	
Place	:
Time	:
How the story began	:
Problems	:
How the story ended	:

Task 3. Rewrite this story into a good writing. Pay attention to the mechanics and the appropriate verbs.

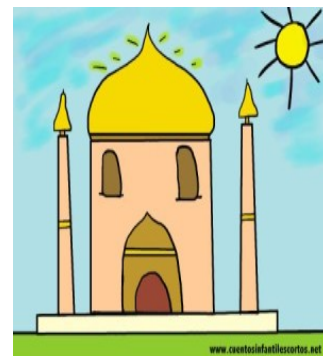
THE PRINCE AND THE PAUPER

once upon a time there was two twin brothers from a royal family that were separated at birth because their family could just maintain one of them the one that stay at the kingdom become the prince and tom the other child end up as a beggar. None of them know about the other. But one day, when they were six years old meet at the street and could not believe what they were seeing it was like having a mirror in front.

on that day the twins passed the day talking about their life, trying to find out why were separated after a few hours they have an idea to exchange their clothes and live the other's life and so they did days in kingdom were passing by and everybody notice that the prince had changed, he had forgotten all his habits and that make people think that the prince be crazy

so people in palace decide to take him in a mental hospital but in that moment his brother appeared. "Don't do it! He is not insane!"- shouted everybody in palace was surprised of seeing that beggar who really looked like the Prince

the prince tell them the whole story about his brother so tom was named as the prince's councillor and live happily ever after



Task 4. Continue the story that you have watched in groups.

Task 5. Write a narrative story that you have been familiar with individually

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through Cooperative Learning

Instruction:

1. This observation sheet is used to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks ($\sqrt{\quad}$) to Yes/No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not do it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

No	Students' Activities	Yes	No	Description
1.	The students answer the teacher's questions about what they have learnt about what they have learnt about narrative text.			
2.	The students listen and write how they feel on a piece of paper.			
3.	The students watch "Frozen" movie			
4.	The students identify the elements in the movie			
5.	The students revise a narrative text "The Prince and The Pauper"			

No.	The Teacher's Activities	Yes	No	Description
1.	The teacher greets the students			
2.	The teacher leads the prayer			
3.	The teacher checks the students' attendance list.			
4.	The teacher tells the students what they are going to learn			
5.	The teacher plays the audio of Frozen movie original soundtrack			
6.	The teacher shows the Frozen movie			

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through Cooperative Learning

Instruction:

1. This observation sheet is used to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks (\checkmark) to Yes/No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not do it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

No	Students' Activities	Yes	No	Description
1.	The students make a buzz group and brainstorm, exchange ideas before they start writing the resolution part of the movie.			
2.	Each student makes a draft with the group members			
3.	The students do praise-question-polish to give feedback on their first draft.			
4.	The students make a buzz group and brainstorm, exchange ideas before they start writing the resolution part of the movie.			
5.	Each student makes a draft with the group members			
6.	The students do praise-question-polish to give feedback on their first draft.			
7.	The students revise and edit their drafts in groups			
8.	The students write a short narrative text			
9.	The students do praise-question-polish together			
10	The students revise, edit, and rewrite their work based on the feedback they get.			

No.	The Teacher's Activities	Yes	No	Description
1.	The teacher greets the students			

2.	The teacher leads the prayer			
3.	The teacher checks the students' attendance list.			
4.	The teacher reminds the students about the last meeting lesson			
5.	The teacher asks students to make a buzz group to brainstorm ideas about how the story would end			
6.	The teacher monitors every group			
7.	The teacher guides the students and provides feedback			
8.	The teacher applies three minute review			
9.	The teacher make a summary of the teaching and learning process			
10.	The teacher leads the prayer and says goodbye.			

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through Cooperative Learning

Instruction:

1. This observation sheet is used to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks ($\sqrt{\quad}$) to Yes/No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not do it. Give your description on description column if it is needed.

No :
 Cycle :
 Meeting :
 Day, Date :

No	Students' Activities	Yes	No	Description
1.	The students share their knowledge about the topic of the lesson.			
2.	The students answer the researcher's questions.			
3.	The students are set in groups.			
4.	The students do the task and share their knowledge during the group work.			
5.	The students ask the researcher or friends if they find difficulties.			
6.	The students read the narrative story provided by the researcher in groups.			
7.	The students complete the sentences based on the narrative they have read in groups.			
8.	The students collect and write the verbs and signal words they find in the text in groups			
9.	The students change the verbs in the brackets into the past form in groups			
10.	The students rewrite the jumbled paragraphs into a good narrative text in groups			
11.	The students complete the table of characters and setting based on the story in groups			
12.	The students pay attention to the researcher's explanation			

No.	The Teacher's Activities	Yes	No	Description
1.	The teacher greets the students. Leads the prayer and checks the students' attendance.			
2.	The teacher asks some questions related to the topic.			
3.	The teacher gives some tasks to the students.			
4.	The teacher divides the students into groups.			
5.	The teacher monitors and asks the students whether they find any difficulties.			
6.	The teacher motivates the students.			
7.	The teacher explains the generic structure used in the narrative text.			
8.	The teacher explains the language features used in the narrative text.			

Observation Sheet of Researcher's and Students' Activities in the Teaching and Learning Process of Speaking through cooperative learning

Instruction:

1. This observation sheet is used to observe the researcher's and students' activities during the teaching and learning process of speaking in class. It should be completed by the observer.
2. The observer checks ($\sqrt{\quad}$) to Yes/No column based on the real condition. "Yes" if the researcher or the students does it while "No" if the researcher or the students does not do it. Give your description on description column if it is needed.

No :

Cycle :

Meeting :

Day, Date :

No	Students' Activities	Yes	No	Description
1.	The students are divided into groups.			
2.	The students read the story provided by the researcher.			
3.	The students write around to complete the summary in groups.			
4.	The students praise-question-polish their first draft in groups.			
5.	The students exchange their work with the other groups'.			
6.	The students correct and give feedback other groups' work in groups.			
7.	The students revise their work based on the feedback given by other groups.			
8.	The students review what they have learnt and ask to clarify some questions.			
9.	The students write a draft of narrative story individually.			
10.	The students exchange their work to the other students.			
11.	The students do praise-question and polish on their friends' writing.			
12.	The students revise and rewrite their work based on the feedback they get.			

No	The Teacher's Activities	Yes	No	Description
1.	The teacher divides the students in groups.			

2.	The teacher gives a narrative text to the each group.			
3.	The teacher asks the students to read in groups.			
4.	The teacher monitors the students and guides the students during the group work.			
5.	The teacher asks the students to write around to complete the summary in groups.			
6.	The teacher asks the students to polish , question and polish their group work.			
7.	The teacher asks the students to exchange their work with other groups' .			
8.	The teacher asks the students to give corrections and feedback to their friends' work.			
9.	The teacher applies three minute review for students to review and ask clarifying questions.			
10.	The teacher gives feedback and guides the students.			
11.	The teacher asks students to write a narrative text individually.			
12.	The teacher makes a summary of the teaching and learning process.			
13.	The teacher gives feedback towards the process and the result of the teaching and learning process.			
14.	The teacher leads the prayer and says goodbye.			

THE STUDENTS' WRITING

A. PRE-TEST

CINDERELLA

Once upon a time, there was a beautiful princess whose name was Cinderella. Cinderella lived with step mother and two sister. Everyday Cinderella always asked by her step sister to wash clothing, to sweep the floor, to clean the house, etc. While, her step mother and her step sister only happy.

One day, there was announcement from the Kingdom to dancing party. Cinderella wanted to attend the party, but mustn't by her step mother. Cinderella was sad, fairy mother came and helped Cinderella. Cinderella change into beautiful princess and she must back to home before midnight. Therefore she went to the party. There she dancing with prince. Suddenly, the time was twelve o'clock, she escape from the party, but her shoes leave.

In the morning the prince looking for the princess who was wearing the shoes. Finally, the prince found Cinderella's house. She try the shoes, actually the shoes was match to Cinderella's foot. Therefore they married and lived together happily ever after.

Once upon a time there was a beautiful whose name was Cinderella, she live with step mother and step sister. she always clean the house. One day, the prince invite all the girls to come to the party. Cinderella didn't allow to come to the party because stepsister made her work in the house. Cinderella cried in the house. then a fairy came to Cinderella. with her magic she make Cinderella become a princess. she came to the party. she dance with prince at 12 o'clock she had to go home. she run away from the prince. she leaves one of her shoes.

In the next day prince look for the owner of the shoes. all the girls try the shoes. but only Cinderella fit the shoes. and then prince marry Cinderella and live happily ever after.

Be diligent

Main Kundang
 Once upon a time hiduplah seorang anak muda yang bernama Umar Lata dan dia dia menikah dengan orang kaya. Dia kemudian pulang ke kampung kerjanya dengan istri yang seorang dia menjadi kaya sampai dia meninggal. Kemudian Umar Lata kembali tetapi Main Kundang tidak mau mengakui ke Umar sebagai orang kaya yang miskin, kemudian Main Kundang digigit oleh Umar menjadi batu.

Main Kundang
 Once upon a time there was Main Kundang a boy. He went to another city and he married a girl from rich family. He and his wife go back to his city. Then his mother come to him but he didn't admit his mother because she is poor, then her mother pray to God to make Main Kundang become rich.

Main Kundang
 Once upon a time, lived a very poor family in West Sumatra and this was a family of Main Kundang. To provide a living for his family, his father went to sea but never returned home. People talked about his father's death and made his mother so anxious in each day. Furthermore, he was still very young and had not been able to help his mother. However, life must go on. His mother didn't want continuing to grieve and doing nothing. His mother chose to work hard and did a lot of jobs every day. However, his family financial had not improved since the money was only to meet their daily need without being able to be saved.

Bawang Merah Bawang Putih

Once upon a time, there was a girl name Bawang Putih. She life with her stepmother and stepsister. Bawang Merah always ask Bawang Putih to clean house, wash blouse. Next day, the prince look for a wife. All the girls want to be his wife. Her stepmother and stepsister did not allow a Bawang Putih to join to contest. Then, Bawang Putih ask wash blouse in the river, but the blouse carry in the river. The blouse find by a grandmother. Then grandmother ask Bawang putih for clean house her. And Grandmother give Bawang putih a pumpkin. After opening a pumpkin a parently there was a gold. And Bawang Putih very happy.

B. POST TEST

LEGEND OF RAWA PENING

One upon a time, there was a littel poor boy came in to a littel village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. No body wanted to help the littel boy.

One day a generous women helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung" a pounding rice. She reminded him "please remember, if there is a flood you must save your self. use this "lesung" as a boat. The littel boy was happy and thanked the old woman.

The littel boy continued his journey. While he was passing through the village, he saw many people challenged each other to pull out that stick. Every body tried, but no body succeeded. "can I try?" asked the littel boy. The crowd laughed mockingly - the boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Every body was dumbfounded.

Finally from the hole left by stick, water spouted out. The water not stop until it flood the village. And no one was saved from the water except the littel boy and the generous old women who gave him shelter and meal. As she told him, he used the lesung as a boat and picked up the old woman. The whole village became a huge lake it is now known as Rawa Pening Lake in Salatiga Central Java, Indonesia.

Legend.

SURABAYA

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy," said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

RARA JONGGRANG

once upon a time Bandung Bondowoso fell love with Rara Jonggrang and wanted to marry her. However, Rara Jonggrang felt sad because of his father's death. She knew that Bandung Bondowoso had killed her father. She was very afraid of him so she made a plan. She asked Bandung to build a thousand temples in one night. Bandung agreed to her request. then Bandung built temples with help from spirit of demons. Approaching mid night, Bandung would finish his work knowing this, Rara Jonggrang ordered all the women to make noisy sounds of grinding rice so that the roosters crowed. Bandung ~~was~~ ^{was} very angry. He failed to complete the thousand temples. Bandung knew that Rara Jonggrang had deceived him. therefore he cursed her into the thousandth temple. At once, Rara Jonggrang turned into a statue.

The Hermit and The Magic Padi

Many years ago, there lived a hermit in a forest in Sumatra. He did not grow food but depended on the jungle fruit to survive. Soon, there was a drought, and all the plants and fruit trees in the jungle died.

The old man had nothing to eat now, so he turned to begging. He went to a nearby village trying to get some food. At first, the villagers were happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food.

One day, while the hermit was sitting in his hut, sadly and hungry, he began to think about growing his own food. Just then a boatman stopped by, and taking pity on the hermit, gave him some padi seeds.

Before the boatman went away, he said, "These seeds will grow and give you everlasting harvests if you work very hard. If you are tired of the work, the padi plants will turn into weeds."

The old hermit worked hard to clear the land and sowed the seeds before the rains came. Strangely, after a short period of time, the padi was ready for harvesting. The old man got a lot of padi from the harvest. After each harvest, the plants grew back again right away. When the villagers heard about the hermit and his wonderful padi, they flocked to his padi field and took home as much padi as they could.

One day, the hermit became so tired of harvesting the padi that he shouted, "Oh, stop growing, you wretched thing!" As soon as he had said this, the padi plants turned into weeds.

Banyuwangi

Once upon, there was a local ruler named king Subhramo thing. Prime minister king has named Raden Sido Puso. Prime minister's wife has named Sri Tanjung. She was so beautiful and sweet that the king wanted her to be his wife. One day the king sent the Prime Minister for long missions. While the Prime Minister went, the king tried to get Sri Tanjung. But the king failed.

He was very angry and upset. So, when Sido Puso back, the king told him that his wife was unfaithful to him. Prime minister ^{was} very angry with his wife. Sri Tanjung said that was not true. However Sido Puso said that he would ~~kill~~ kill her. She took him to the river bank.

Before he killed him and threw him into the river, he said that he will be proven innocent once Sido Puso kill him, he threw his body into the river dirty. River soon became clean and start spreading the wonderful aroma and very fragrant. Sido Puso said, "... Banyuwangi... Banyuwangi". It means 'fragrant water'. Banyuwangi proof of love born of noble and sacred. That's the original of the town of Banyuwangi. (M)

Writing Scoring Rubric

Aspect of Writing	The range of the score	Level
CONTENT	30-27	Excellent to Very good: knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	26-22	Good to Average : some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks of detail
	21-17	Fair to Poor : Limited knowledge of subject – little substance – inadequate development of topic
	16-13	Very poor : does not show knowledge of subject – non-substantive – not pertinent – not enough to evaluate
ORGANIZATION	20-18	Excellent to Very good: Fluent expression – idea clearly stated/supported – well-organized – logical sequencing – cohesive
	17-14	Good to Average : Somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	13-10	Fair to Poor : Non-fluent – ideas confused or disconnected – lacks logical sequencing and development
	9-7	Very poor : Does not communicate – no organization – not enough to evaluate
VOCABULARY	20-18	Excellent to Very good : Sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register
	17-14	Good to Average : Adequate range – occasional errors of word/idiom form, choice, usage, but meaning not obscured
	13- 10	Fair to Poor : Limited range – frequent errors of word/idiom form, choice, usage meaning

		confused or obscured
	9-7	Very poor : Essentially translation –little knowledge of English vocabulary, idioms, word form – not enough to evaluate
LANGUAGE USE	25 -22	Excellent to Very good: Effective complex construction – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21 – 18	Good to Average : Effective but simple construction – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured
	17 -11	Fair to Poor: Major problems in simple/complex, constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions – meaning confused or obscured.
	10 -5	Very good: Virtually no mastery of sentence construction rule – dominated by errors – does not communicate – not enough to evaluate
MECHANICS	5	Excellent to Very good: Demonstrated mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	Good to Average : Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Fair to Poor : Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting but meaning not obscured
	2	Very poor: No mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – not enough to evaluate

STUDENTS' SCORE

No.	Pre Test			Post Test		
	T1	T2	TS	T1	T2	TS
1	61	65	63	78	80	79
2	76	64	65	74	82	78
3	56	64	60	87	89	88
4	74	74	74	80	84	82
5	56	62	59	72	82	77
6	67	71	69	77	83	80
7	57	67	62	87	87	87
8	52	58	55	81	85	83
9	55	65	60	75	79	77
10	62	68	65	84	84	84
11	50	58	54	80	82	81
12	68	60	64	75	81	78
13	64	70	67	79	83	81
14	58	70	64	78	84	81
15	50	58	54	81	83	82
16	51	57	54	83	87	85
17	66	69	68	74	82	78
18	47	55	51	76	80	78

STUDENTS' PRE TEST SCORE

No.	Tester 1						Tester 2						TS
	C	V	O	LU	M	S	C	V	O	LU	M	S	
1	21	14	13	11	2	61	21	14	14	13	3	65	63
2	21	16	17	20	2	76	22	15	16	18	3	74	75
3	17	11	10	15	3	56	17	14	13	17	3	64	60
4	20	17	17	17	3	74	21	16	17	17	3	74	74
5	17	11	10	15	3	56	20	12	13	15	2	62	59
6	22	14	13	15	3	67	21	16	15	16	3	71	69
7	20	14	10	10	3	57	21	15	15	13	3	67	62
8	20	10	10	10	2	52	20	12	13	11	2	58	55
9	17	14	10	11	3	55	18	15	14	15	3	65	60
10	20	14	13	12	3	62	21	16	14	14	3	68	65
11	17	10	10	10	3	50	18	13	13	11	3	58	54
12	22	14	13	17	2	68	22	15	14	16	3	70	69
13	16	10	17	18	3	64	17	14	17	19	3	70	67
14	17	14	14	11	2	58	19	15	17	16	3	70	64
15	16	11	10	11	2	50	17	13	11	14	3	58	54
16	18	11	9	10	3	51	18	13	10	13	3	57	54
17	25	16	12	11	2	66	24	17	13	13	3	70	68
18	16	10	9	10	2	47	18	13	10	12	2	55	51
Mean	19	12,8	12,1	13	2,6	59,4	19,7	14,3	13,8	14,6	2,83	65,3	62,4

STUDENTS' PROGRESS TEST SCORE

No.	Tester 1						Tester 2						TS
	C	V	O	LU	M	S	C	V	O	LU	M	S	
1	22	14	14	18	4	72	22	15	15	19	4	75	73,5
2	21	14	13	17	3	68	22	14	13	18	3	70	69
3	25	15	17	21	4	82	24	15	17	22	4	82	82
4	22	16	14	18	4	74	24	17	15	18	4	78	76
5	21	13	13	17	3	67	22	14	14	17	3	70	68,5
6	23	17	17	18	4	79	24	18	19	18	4	83	81
7	21	12	15	18	3	69	22	13	16	18	3	72	70,5
8	21	13	13	17	3	67	23	13	14	18	3	71	69
9	21	15	16	15	3	70	22	16	16	15	3	72	71
10	23	17	17	21	3	81	22	17	18	22	4	83	82
11	22	14	16	18	4	74	24	17	15	18	4	78	76
12	23	17	17	18	4	79	24	18	19	18	4	83	81
13	21	14	13	17	3	68	22	14	13	18	3	70	69
14	24	17	18	21	2	82	22	17	18	22	4	83	82,5
15	21	12	15	18	3	69	22	13	16	18	3	72	70,5
16	25	15	17	21	4	82	24	15	17	22	4	82	82
17	22	14	16	18	4	74	23	14	16	18	4	75	74,5
18	21	13	13	17	3	67	22	14	14	17	3	70	68,5
Mean	22	14,5	15,2	18,2	3,3	73,5	22	15	15,8	18,6	3,5	76	74,75

STUDENTS' POST TEST SCORE

No.	Tester 1						Tester 2						TS
	C	V	O	LU	M	S	C	V	O	LU	M	S	
1	25	17	15	18	3	78	24	18	19	19	3	83	80,5
2	23	15	14	18	4	74	24	17	17	21	3	82	78
3	27	18	17	20	5	87	25	19	20	21	4	89	88
4	22	18	16	21	3	80	23	18	18	21	4	84	82
5	22	16	14	17	3	72	25	17	16	20	4	82	77
6	23	17	15	18	4	77	25	18	18	18	4	83	80
7	27	18	18	18	4	85	26	18	19	20	4	87	86
8	25	18	16	19	3	81	24	19	18	21	3	85	83
9	22	15	15	19	4	75	23	17	16	19	4	79	77
10	26	16	18	20	4	84	27	17	17	19	4	84	84
11	22	17	18	18	5	80	24	18	18	18	4	82	81
12	23	14	17	16	5	75	25	17	17	18	4	81	78
13	22	14	18	21	4	79	24	16	18	21	4	83	81
14	24	18	17	20	3	82	26	17	18	20	3	84	83
15	26	15	18	18	4	81	25	17	17	20	4	83	82
16	26	15	18	20	4	83	26	17	19	21	4	87	85
17	25	14	17	18	3	77	26	16	18	19	3	82	79,5
18	23	14	16	20	3	76	24	16	18	19	3	80	78
Mean	24,06	16,06	16,5	18,83	3,78	79,22	24,78	17,33	17,83	19,72	3,66	83,33	81,27

Keterangan:

C : Content
V : Vocabulary
O : Organization
LU : Language Use
M : Mechanics
S : Score
TS : Total score

Aspect of Writing	Content	Organization	Vocabulary	Language Use	Mechanics
Max. score	30	20	20	25	5

PHOTOGRAPHS



The students working with their group members



The researcher helping students and giving feedback



Students paying attention to the researcher's explanation



Students working in groups



The researcher and students discussing the correct answer



The students checking the correct past form in dictionary



The students giving feedback to their friends' work



The students working in groups and paying more attention to the lesson



**PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA
SMA NEGERI 1 SEYEGAN**

Tegal Gentan, Margoagung, Seyegan, Sleman, Yogyakarta, 55561
Telepon (0274) 4364733, Faksimile (0274) 4364742

SURAT KETERANGAN

No : 423.1/262

Kepala SMA Negeri 1 Seyegan Sleman menerangkan bahwa :

Nama : ANJARSWARI ERNINGTYAS
NIM : 10202241067
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat Instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Desa Magelang Kec. Kerkap, Bengkulu Utara

Benar-benar telah melaksanakan penelitian di SMA Negeri 1 Seyegan yang dilaksanakan pada tanggal 1 Maret s.d. 28 April 2014 dengan Judul **"IMPROVING WRITING ABILITY OF XI IPS 1 STUDENTS OF SMAN 1 SEYEGAN IN THE ACADEMIC YEAR OF 2013/2014 THROUGH COOPERATIVE LEARNING"**.

Demikian surat keterangan ini kami sampaikan, agar dapat dipergunakan sebagaimana mestinya.

Seyegan, 7 Mei 2014

Kepala Sekolah,



Drs. SAMJO, M.M.

Pembina Utama Muda, IV/c

MNP 19610819 198903 1 007



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0172c/UN.34.12/DT/II/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

7 Februari 2014

Kepada Yth.
Bupati Sleman
c.q. Kepala Kantor Kesatuan Bangsa Kab. Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING WRITING ABILITY OF XI IPS 1 STUDENTS OF SMAN 1 SEYEGAN IN THE ACADEMIC YEAR OF 2013/2014 THROUGH COOPERATIVE LEARNING

Mahasiswa dimaksud adalah :

Nama : ANJASWARI ERNINGTYAS
NIM : 10202241067
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari – April 2014
Lokasi Penelitian : SMAN 1 Seyegan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Ir. H. Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMAN 1 Seyegan



BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511

Telepon (0274) 868800, Faksimilie (0274) 868800

Website: slebankab.go.id, E-mail : bappeda@slebankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 476 / 2014

TENTANG PENELITIAN

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.
Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman
Nomor : 070/Kesbang/
Hal : Rekomendasi Penelitian

Tanggal : 10 Februari 2014

MENGIZINKAN :

Kepada :
Nama : ANJARSWARI ERNINGTYAS
No.Mhs/NIM/NIP/NIK : 10202241067
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Desa Magelang Kec. Kerkap, Bengkulu Utara
No. Telp / HP : 085726117704
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
IMPROVING WRITING ABILITY OF XI IPS 1 STUDENTS OF SMAN 1 SEYEGAN IN THE ACADEMIC YEAR OF 2013/2014 THROUGH COOPERATIVE LEARNING
Lokasi : SMA Negeri 1 Seyegan
Waktu : Selama 3 bulan mulai tanggal: 10 Februari 2014 s/d 10 Mei 2014

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 10 Februari 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi

Dra. SUCI IRIANI SINURAYA, M.Si, MM
Pembina, IV/a

NIP 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Seyegan
5. Ka. SMA Negeri 1 Seyegan
6. Dekan Fak. Bahasa dan Seni - UNY
7. Yang Bersangkutan